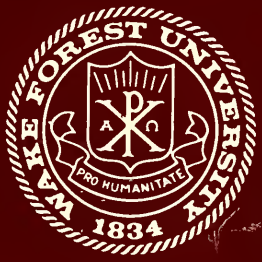
Bulletin of Wake Forest College of Wake Forest University



1979-1980

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New Series April 1979 Volume 74, Number 3

Bulletin of Wake Forest College of Wake Forest University

Announcements for

1979-1980

The Bulletin of Wake Forest University is published seven times annually by the University at Winston-Salem, North Carolina.
Second class postage paid at Winston-Salem, North Carolina
UPS 078-320

Printed by Winston Printing Company, Winston-Salem, North Carolina 27105

The Calendar

Fall Semester 1979

August	23	Thursday	Residence halls open at noon for first year students
August	25	Saturday	Residence halls open at noon for transfer students
August	24	Friday	Orientation for new students
August	26	Sunday	
August	27	Monday	Registration for all courses
August	28	Tuesday	
August	29	Wednesday	Classes begin
September	4	Tuesday	Opening Convocation
September	11	Tuesday	Last day to add courses
September	28	Friday	Last day to drop courses
October	19	Friday	Mid-term grades due
November	22	Thursday	Thanksgiving recess
November	25	Sunday	
November	26	Monday	Classes resume
December	7	Friday	Classes end
December	10	Monday	Examinations
December	11	Tuesday	
December	12	Wednesday	
December	13	Thursday	Reading Day
December	14	Friday	Examinations
December	15	Saturday	
December	17	Monday	
December	18	Tuesday	
December	19	Wednesday	Christmas recess
January	13	Sunday	

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Spring Semester 1980

January	14	Monday	Registration for all courses
January	15	Tuesday	
January	16	Wednesday	Classes begin for four- and fifteen-week courses
January	21	Monday	Last day to drop or add four-week courses
January	29	Tuesday	Last day to add fifteen-week courses
February	7	Thursday	Founders' Day Convocation
February	12	Tuesday	Classes end for four-week courses
February	13	Wednesday	Classes begin for eleven-week courses
February	15	Friday	Last day to drop fifteen-week courses
February	22	Friday	Last day to add eleven-week courses
March	3	Monday	Last day to drop eleven-week courses
March	7	Friday	Mid-term grades due
March	8	Saturday	Spring recess
March	16	Sunday	
March	17	Monday	Classes resume
April	7	Monday	Easter Monday Holiday
April	8	Tuesday	Classes resume
May	2	Friday	Classes end
May	5	Monday	Examinations
May	6	Tuesday	
May	7	Wednesday	Reading Day
May	8	Thursday	
May	9	Friday	Examinations
May	10	Saturday	
May	12	Monday	
May	13	Tuesday	
May	18	Sunday	Baccalaureate
May	19	Monday	Commencement

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JANUARY

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The Bulletin

The Calendar 2
The University 8
Libraries 9
Recognition and Accreditation 9
The College 11
History and Development 11
Buildings and Grounds 18
Purpose 19
Administration 20
Student Life 21
Student Government 21
College Union 22
Men's and Women's Residence Councils 22
Interfraternity and Intersociety Councils 23
Honor Societies and Professional Fraternities 23
Academic Awards 23
Intramural Athletics 24
Intercollegiate Athletics 24
Religious Activities 25
Cultural Activities 25
Health, Psychological, Placement, and Career Development Services 26
Procedures 27
Admission 27
Application 27
Early Decision 28
Advanced Placement and CLEP 28
Transfer Credit 28
Expenses 29
Tuition 29
Room Charges 29
Other Charges 29
Refunds 30
Housing and Food Services 31
Academic Calendar 31
Orientation and Advising 32
Registration 32
Classification 32
Class Attendance 33
Auditing 33
Dropping 34
Withdrawal 34
Examinations 34
Grading 34

Grade Reports and Transcripts 35
Dean's List and Graduation Distinctions 35
Repetition of Courses 35
Probation 36
Requirements for Continuation 36
Requirements for Readmission 37
Senior Conditions 37
Scholarships and Loans 38
Scholarships 38
Exchange Scholarships 42
Loans 43
Concessions 44
Other Financial Aid 45
Special Programs 47
Honors Study 47
Open Curriculum 47
Residential Language Centers 47
Study at Salem College 48
Summer Study 48
January Study 48
Opportunities for Study Abroad 48
London 48
Venice 48
France 49
Spain 49
India 49
Independent Study 49
Requirements for Degrees 50
Degrees Offered 50
General Requirements 50
Basic Requirements 51
Divisional Requirements 51
Requirement in Physical Education 52
Proficiency in the Use of English 52
Completion of Lower Division Requirements 52
Admission to the Upper Division 53
Fields of Study in the Upper Division 53
Maximum Number of Courses in a Department 53
Double Majors and Joint Majors 54
Senior Testing 54
Combined Degrees in the School of Law 54
Combined Degrees in Medical Sciences 55
Combined Degrees in Medical Technology 55
Degrees in the Physician Assistant Program 56
Degrees in Microbiology 56

Degrees in Dentistry 56
Degrees in Engineering 57
Degrees in Forestry and Environmental Studies 57
Courses of Instruction 58
Anthropology 58
Art 61
Asian Studies 65
Biology 66
Business and Accountancy 71
Chemistry 74
Classical Languages 75
Economics 79
Education 82
English 87
German 91
History 93
Humanities 98
Interdisciplinary Honors 99
Mathematics 101
Military Science 104
Music 105
Philosophy 111
Physical Education 113
Physics 116
Politics 118
Psychology 123
Religion 127
Romance Languages 131
Sociology 140
Speech Communication and Theatre Arts 143
Degrees Conferred 148
Distinctions Conferred 156
Enrollment 162
The Board of Trustees 168
The Board of Visitors 170
The Administration 172
The College Faculty 178
Emeriti 193
The Committees of the Faculty 195
Index 200

The University

Wake Forest University was founded in 1834 by the Baptist State Convention of North Carolina. It opened its doors to students on February 3, 1834 as Wake Forest Institute, with Samuel Wait as principal. It was located in the Forest of Wake County, North Carolina, on the plantation of Dr. Calvin Jones, near which the Village of Wake Forest later developed.

Rechartered in 1838 as Wake Forest College, it is one of the oldest institutions of higher learning in the state. It was exclusively a college of liberal arts for men until 1894, when the School of Law was established. The School of Medicine, founded in 1902, offered a two-year medical program until 1941. In that year the School was moved from the Town of Wake Forest to Winston-Salem, became associated with the North Carolina Baptist Hospital, and was renamed the Bowman Gray School of Medicine in honor of the benefactor who made possible the move and expansion to a full four-year program.

A School of Business Administration was established in 1948 and for over two decades offered an undergraduate program of study in business. In 1969 the undergraduate school was succeeded by the Department of Business and Accountancy and the Department of Economics in Wake Forest College; at the same time the Babcock Graduate School of Management was established. The Division of Graduate Studies was established in 1961. It is now organized as the Graduate School and encompasses advanced work in the arts and sciences on both the Reynolda and Hawthorne campuses in Winston-Salem. A summer session was inaugurated in 1921 and continues on a regular basis.

In 1946 the trustees of Wake Forest College and the Baptist State Convention of North Carolina accepted a proposal by the Z. Smith Reynolds Foundation to relocate the non-medical divisions of the College in Winston-Salem, where the School of Medicine already was. The late Charles H. Babcock and his wife, the late Mary Reynolds Babcock, contributed a campus site, and building funds were received from many sources. Between 1952 and 1956 the first fourteen buildings were erected, in Georgian style, on the new Winston-Salem campus. In 1956 the College moved all operations, leaving the 122-year-old campus in the Town of Wake Forest to the Southeastern Baptist Theological Seminary.

The decade that followed was the College's most expansive, and in 1967 its augmented character was recognized by the change in name to Wake Forest University. Today enrollment in the University stands at over 4,500. Governance remains in the hands of the Board of Trustees, and development for each of the five schools of the University is augmented by Boards of Visitors for the College and Graduate School, the School of Law, the Graduate School of Management, and the School of Medicine. A joint board of University Trustees and Trustees of the North Carolina Baptist Hospital is responsible for the Medical Center, which includes the Hospital and the School of Medicine. Alumni and parents' organizations are also active at Wake Forest. Endowment by the Z. Smith Reynolds Foundation, the Baptist State Convention of North Carolina, and other sources has historically been strong. The hallmark of education at Wake Forest remains the

devotion to liberal arts learning and professional preparation for men and, since 1942, for women.

The College, Graduate School, School of Law, and Graduate School of Management are located on the Reynolda Campus in the northwest suburb of Winston-Salem. The Bowman Gray School of Medicine is about four miles away, on the Hawthorne Campus near the city's downtown. The University also teaches regularly at Casa Artom in Venice, at Worrell House in London, and in other places around the world.

The College offers courses of study leading to the baccalaureate degree in more than thirty departments and interdisciplinary areas. The School of Law offers the Juris Doctor, and the Graduate School of Management the Master of Business Administration degree. In addition to the Doctor of Medicine degree, the School of Medicine offers through the Graduate School programs leading to the Master of Science and Doctor of Philosophy degrees in the basic medical sciences. The Graduate School confers Master of Arts and Master of Science degrees in most areas of the arts and sciences and the Doctor of Philosophy degree in biology and in chemistry.

Libraries

The libraries of the University permit research for undergraduate education and in each of those disciplines in which a graduate degree is offered. An endowment provided by a substantial gift from the Mary Reynolds Babcock Foundation and another from Nancy Reynolds has been assigned to the expansion of library resources, especially to support the graduate program. Further sustained development is thus assured. The libraries of the University hold membership in the Association of Southeastern Research Libraries.

The library collections total 709,614 volumes. Of these, 539,708 constitute the general collection in the Z. Smith Reynolds Library, 72,723 housed in the School of Law, 87,207 in the library of the Bowman Gray School of Medicine, and 9,976 in a relatively new library in the Babcock Graduate School of Management. Subscriptions to 9,033 periodicals and serials, largely of scholarly content, are maintained by the four libraries of the University. The holdings of the Z. Smith Reynolds Library include 18,612 reels of microfilm, 225,070 pieces of microcards, microprint, and microfiche, and 64,283 volumes of United States government publications.

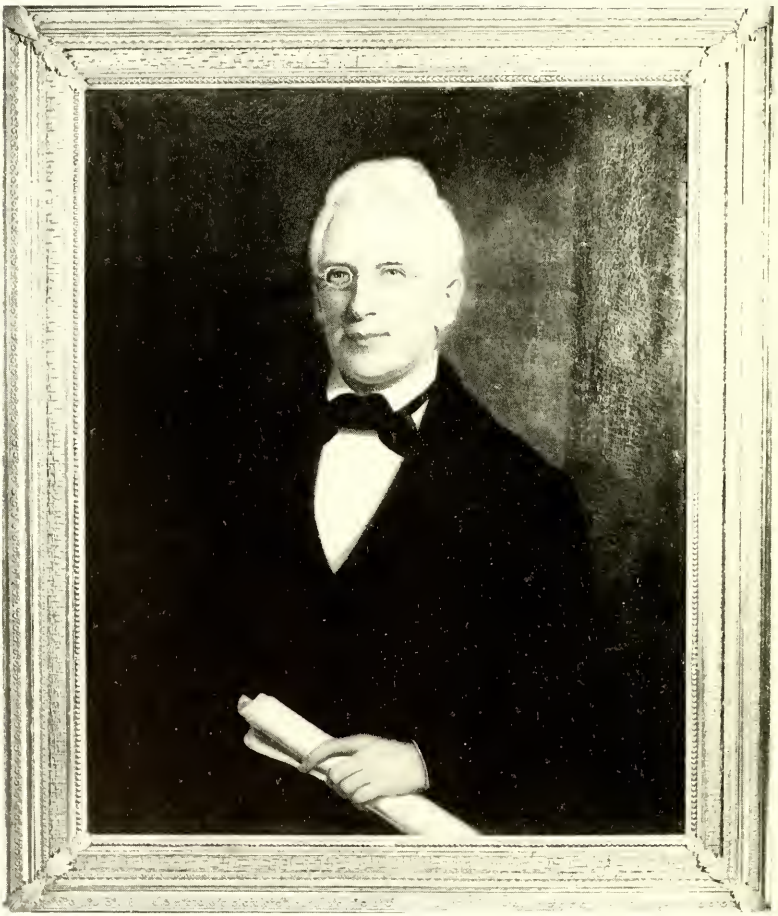
Special collections cover the works of selected late nineteenth and early twentieth century English and American writers, with pertinent critical material, a Mark Twain Collection, a Gertrude Stein Collection, and the Ethel Taylor Crittenden Collection in Baptist History. The recent acquisition of the Charles H. Babcock Collection of Rare and Fine Books represents an important addition to the resources of the Z. Smith Reynolds Library.

Recognition and Accreditation

Wake Forest University is a member of the Southern Association of Colleges and Schools, the Southern Universities Conference, the Association of American

Colleges, the Conference of Southern Graduate Schools, and the Council of Graduate Schools in the United States. The University has chapters of the principal national social fraternities, professional fraternities, and honor societies, including Phi Beta Kappa and Sigma Xi.The Bowman Gray School of Medicine is a member of the Association of American Medical Colleges and is on the approved list of the Council on Medical Education of the American Medical Association. The program in counseling leading to the Master of Arts in Education degree is accredited by the National Council for the Accreditation of Teacher Education.

Wake Forest College was accredited by the Southern Association of Colleges and Schools in 1921. The reaccreditation of 1965 included the master's and doctoral degree programs in the Division of Graduate Studies. Accreditation was reaffirmed in December 1975.



Samuel Wait, founder and first president (1834-1845)

The College

Wake Forest College lives on in name as the undergraduate college of arts and sciences. It is the center of academic life at the University; through it the University carries on the tradition of nearly 150 years of excellence in teaching and preparing men and women for professional life, personal enrichment, and enlightened citizenship.

History and Development

The founding of Wake Forest College in 1834 was one manifestation of the intellectual and humanitarian reform movement in North Carolina and the nation during the 1830s. The beginnings of the College and the formation of the Baptist State Convention of North Carolina were closely interwoven: a leading motive for the organization of the Convention was that it serve as an agency for establishing an institution that would provide education under Christian influences for ministers and laymen.

The leaders in the movement for Convention and College were ministers and laymen from diverse backgrounds. Martin Ross, a North Carolinian, was a prominent Baptist minister in the Chowan area and an advocate of an educated ministry; Thomas Meredith, a graduate of the University of Pennsylvania, had been pastor first at New Bern and after 1825 at Edenton; Samuel Wait, a graduate of Columbian College in Washington, D. C., had been pastor of the New Bern Baptist Church since 1827. The inspiration of Ross, the scholarship of Meredith, and the leadership of Wait combined to lead the Baptists of North Carolina into the formation of the Baptist State Convention on March 26, 1830. Fourteen individuals—seven ministers and seven laymen—appointed Wait as the Convention's agent to explain to churches, associations, and others the need for a college to provide "an education in the liberal arts in fields requisite for gentlemen."

For nearly three years Wait traveled over the state in his wagon, speaking to a large number of the approximately 15,000 Baptists who lived in the Piedmont and coastal counties of the state. Perhaps as many as one-half opposed missions, education, and other benevolences, but after two years of educational canvassing Wait reported enough sentiment in favor of the program of the Convention to proceed.

A 600-acre plantation, located sixteen miles north of Raleigh, was purchased from Dr. Calvin Jones in 1832 for $2,000, and the North Carolina Legislature was asked to grant a charter for a literary institution based on the manual labor principle. The lobbying of opponents, both Baptist and non-Baptist, was effective; only the tie-breaking vote of William D. Moseley, speaker of the Senate, secured passage of the charter-granting bill. It was a meager charter, subject to various restrictions and limited to a period of twenty years, but the birth of Wake Forest had been achieved. Its subsequent growth would be the result of creative adjustments and successful responses to a series of other challenges.

After his successful three-year canvass of the state, Samuel Wait was elected principal of the new institution. Sixteen students registered on February 3, 1834;

before the end of the year seventy-two had enrolled. The manual labor principle, adopted as a partial means of financing the institution, was abandoned after five years, and the school was rechartered in 1838 as Wake Forest College.

President Wait's home was the farmhouse on the Jones plantation (now preserved as a historical museum in the Town of Wake Forest). Students lived in what had been slave quarters, and classes were conducted in the carriage house. In 1835 construction on the first brick building was begun by Captain John Berry, a prominent builder who agreed to accept payment in notes due in three annual installments. The economic crisis of 1837 had such an adverse effect that support for the College and student enrollment steadily declined; only a loan of $10,000 from the State Literary Fund in 1841 prevented bankruptcy. During these years of arduous struggle to keep the College alive, President Wait exhausted his physical strength and contracted an illness which forced him to resign the presidency in 1845.

William Hooper succeeded Wait, and the prospects of the College became brighter. Hooper, a grandson of one of North Carolina's three signers of the Declaration of Independence, had received his education at the University of North Carolina. As a native North Carolinian with family connections extending over several generations, he was able to mobilize public opinion in support of the College. The leadership during his brief tenure generated such enthusiasm in support of education that a successful campaign for funds retired the debt for the College buildings in 1850.

After Hooper's resignation the Trustees elected to the presidency Professor of Mathematics John B. White, a graduate of Brown University. Since the physical facilities were free of mortgages, fund raising efforts during President White's administration could be concentrated on increasing the College endowment. A campaign begun in 1852 had as its goal increasing support by $50,000. The Trustees placed in charge of this campaign Washington Manly Wingate, a graduate of 1849 who within a year and a half raised approximately $33,000.

But the temper of the times was unsuited to leadership by a Northerner, and President White resigned in 1854. The Trustees chose as his successor Wingate, then twenty-six years old and the first alumnus of the College to serve as president. Under his vigorous leadership, which spanned nearly three decades, the quality of students improved and new faculty members were added. During the first eight years of Wingate's administration, sixty-six students graduated—more than half of the total graduated during the first twenty-three years in the life of the College. In 1857 President Wingate launched a campaign to produce an additional endowment of $50,000, over one-half of which was raised in a single evening during the 1857 meeting of the Convention.

This period of growth and expansion was cut short by the division of the nation in 1861. The Conscription Act of 1863 did not exempt students, and for three years of the Civil War the College suspended operations. The buildings were used briefly for a girls' school; after 1863 the Confederate government used College facilities as a military hospital.

Following Sherman's march through the South and Lee's surrender at Appomat-

tox, a peace of desolation pervaded the region. Supporters of Wake Forest surveyed what remained: College buildings, now leaky and in poor repair; approximately $11,700 from a pre-war endowment of $100,000; the former president and faculty; a loyal group of trustees. There was also something else: an indomitable spirit of determination that Wake Forest should emerge from the wreck of war and fulfill its mission.

The needs of the College were great and financial prospects poor, but in November 1865, barely six months after the end of the war, nine members of the Board of Trustees, acting with unwarranted courage, authorized the resumption of classes. Wingate was persuaded to resume the presidency, and on January 15, 1866, fifty-one students enrolled. The number gradually increased as the South and its economy slowly recovered.

President Wingate realized that the people of North Carolina had to be awakened to the need for education in the renascent South, and that they must be persuaded that Wake Forest could help serve that need. To launch this campaign, a Baptist-sponsored, statewide educational convention was held in Raleigh, but before funds could be collected, the financial crisis of 1873 ended all immediate hope for endowment. The failure of the 1873-74 fund raising campaign placed the College in a precarious position. The triple encumbrances of war, reconstruction, and financial panic made it evident that little money could be raised in North Carolina. The Committee on Endowment of the Board of Trustees appointed James S. Purefoy, a local merchant and Baptist minister, as agent to solicit funds in the Northern states for continued operation of the College. While serving as treasurer of the Board before the war, he had salvaged $11,700 from the pre-war endowment of $100,000 by persuading the Trustees to invest half of the endowment in state bonds. After two years of unrelenting and often discouraging labor, without remuneration, he placed in the hands of the Trustees the sum of $9,200.

It was also in the bleak days of financial uncertainty that a Wake Forest student, James W. Denmark, proposed and founded the first college student loan fund in the United States. A Confederate veteran, Denmark had worked six years to accumulate enough money for his own college expenses. Soon after entering Wake Forest in 1871 he realized that many students had the same great financial need. From his meager funds he spent five dollars for post cards and wrote to college presidents across the country asking how their loan funds were organized. When he found that the colleges had none, he enlisted the support of faculty and students at Wake Forest and in 1877 persuaded the Legislature to charter the North Carolina Baptist Student Loan Fund. Chartered with a capital of $25,000, it was actually begun with a paid-in capital of only $150. Now known as the James W. Denmark Loan Fund, it is the oldest college student loan fund in the United States and has assets of $325,000 to serve the needs of students according to the purposes of its founder.

By the close of President Wingate's second administration in 1879, the College had been successfully revived. The endowment had been increased from approximately $11,000 to $40,000; a new library building had been constructed; another building, Wingate Hall, was under construction. Perhaps the greatest

service President Wingate rendered was bringing to the College a faculty of highly qualified scholars who served the College with distinction and dedication over many years. Among them were Professors William G. Simmons (1855-88), William Royall (1859-70; 1880-92), William Bailey Royall (1866-1928), Luther Rice Mills (1867-1907), and Charles Elisha Taylor (1870-1915), who served as president from 1884 to 1905. Two other scholars who became tutors or adjunct professors in the last year of President Wingate's administration were also destined to play important roles in the life of the College: Needham Y. Gulley, who established the School of Law in 1894 and served as its first dean for thirty-six years, and biologist William Louis Poteat, who served the College for fifty years, twenty-two of them as president.

The administration of President Thomas Henderson Pritchard, which followed that of President Wingate, was brief and served principally to further Wingate's efforts to persuade Baptists and other North Carolinians to improve the deplorable condition of education in the state. The second alumnus of the College to serve as president, Pritchard was an eloquent speaker whose prominent leadership among Baptists increased the patronage of the College and improved its image among its constituency.

Charles Elisha Taylor, whom President Wingate had brought to the faculty in 1880, was elected in 1884 to serve as the sixth president. In 1882, while professor of moral philosophy, he had proposed to the Board of Trustees a plan to increase the endowment from $53,000 to $100,000. He recommended a short one-year campaign and the solicitation of funds from a few wealthy individuals rather than the usual protracted campaign among Baptists generally who had little money to contribute. In the course of his efforts to increase the endowment, Professor Taylor succeeded in enlisting the support of Jabez A. Bostwick of New York City, whose contributions established Wake Forest as a privately endowed college.

President Taylor's administration from 1884 to 1905 brought enrichment of the academic program in a variety of ways. Academic departments were increased from eight to thirteen and the size of the faculty more than doubled. Two new schools were added: the School of Law in 1894 and the School of Medicine in 1902. Progress in other areas included the addition of three buildings: a science laboratory, a general classroom building, and a new gymnasium. The campus was landscaped, and with the able assistance of President Taylor's co-worker "Doctor" Tom Jeffries, over 400 trees were planted, making *Magnolia grandiflora* almost synonymous with the Wake Forest campus.

President Taylor was succeeded by William Louis Poteat. Affectionately known as "Doctor Billy" to students during and after his twenty-two year administration, he continued to promote the general growth of all areas of College life. Special emphasis was placed on development in the sciences, reflecting in part the interests of the president and in part the need to enrich the pre-medical training required by the new School of Medicine.

As student enrollment increased from 313 to 1905 to 742 in 1927, there was a corresponding increase in the size of the faculty. Registration in religion, English, education, and the social sciences required more administrative direction, and a dean and a registrar were employed along with a library staff. Expansion of

physical facilities included science laboratories, two new dormitories, an athletic field, a heating plant, and an infirmary. Propelled by the trend of the other colleges in the state, Wake Forest gave more attention to sports and achieved an envied reputation in baseball and football. Also notable during President Poteat's administration was the continued growth of the endowment. Through the efforts of Professor John B. Carlyle, $117,000 was added, one-fourth of it contributed by the General Education Board of New York. Later a substantial gift was received from Benjamin N. Duke, and $458,000 came from the Southern Baptist Convention.

Beyond these significant material advances, President Poteat brought distinction in the form of state and national recognition. A devout Christian, an eloquent speaker, and an accomplished scholar, he became a national leader in education and probably the foremost Baptist layman in the state. As a distinguished scientist he was among the first to introduce the theory of evolution to his biology classes. The Christian commitment in his personal and public life enabled him to defend successfully his views on evolution before the Baptist State Convention in 1922, in a major victory for academic freedom that attracted nationwide attention. Through his influence and that of Wake Forest alumni who supported his view, the North Carolina Legislature refused to follow other Southern states in the passage of anti-evolution laws in the 1920s.

During the administration of Poteat's successor, Francis Pendleton Gaines (1927-1930), the academic program continued to improve. In 1930 the Trustees selected Thurman D. Kitchin, dean of the medical school, to fill the presidency. Kitchin was a member of a family prominent in state and national affairs: one brother, William W. Kitchin, had served as governor of North Carolina; another, Claude Kitchin, had served as majority leader in the United States House of Representatives. Kitchin's twenty-year administration was one of progress in the face of many obstacles—Depression, destructive campus fires (one of which destroyed venerable Wait Hall), the disruption caused by World War II, and a depleted student body.

Notable accomplishments during this period were the approval in 1936 of the School of Law by the American Bar Association and in 1941 the removal of the School of Medicine to Winston-Salem, where it undertook full four-year operation in association with the North Carolina Baptist Hospital as the Bowman Gray School of Medicine, named after the benefactor whose bequest made expansion possible.

World War II brought other changes. Although the College was able to remain open, enrollment dropped in 1942 to 474. The College met this crisis by modifying its century-old admissions policy and becoming a coeducational institution that year. In the post-war period, enrollment mushroomed with the return of the veterans and reached a peak of 1,762 by 1949. Just before World War II a $7,000,000 capital expansion campaign for buildings and endowment had been launched by President Kitchin. The war forced the postponement of construction, but out of the campaign came a proposal which offered another war-ridden Wake Forest an opportunity for yet another rebirth. The Z. Smith Reynolds Foundation proposed that up to $350,000 a year of its income be given in perpetuity to the College, provided that the entire College be relocated in Winston-Salem and that

other friends of the College provide a campus site and buildings. In 1946 the Board of Trustees, the Convention, and the Baptist constituency of the state accepted the Reynolds proposal. Charles H. Babcock and his wife Mary Reynolds Babcock offered a 320-acre tract of their Reynolda estate as a site for the new campus.

In 1948 the Baptist State Convention held a campaign among the churches to raise $1,500,000 for buildings on the new campus. The money raised in this campaign, a large part of which was transmitted at the groundbreaking ceremonies, was applied to Wait Chapel. In the same year the Trustees employed the American City Bureau to raise $1,500,000 in Winston-Salem for construction on the new campus. This money was held by Wachovia Bank until construction was begun in 1952, and was applied to the first science building, Salem Hall.

To move an institution over 100 years old from its rural setting 110 miles to a new campus in an urban area required leadership of great vision, determination, and youthful vigor. To succeed President Kitchin, who retired on his sixty-fifth birthday, the Trustees in 1950 elected to the presidency Harold Wayland Tribble, then president of Andover Newton Theological School and a noted Baptist theologian. President Tribble immediately began to mobilize alumni and friends of the College, and the Baptist State Convention, in support of the great transition. In November 1950 he persuaded the Convention to remove its stipulation that all funds for construction be in hand before building could begin; in November 1951 the Convention adopted the Nine Year Advance Program, effective January 1, 1952, to increase the Convention contributions to its colleges for capital needs. It was anticipated that this program would provide $10,000,000, of which the Wake Forest share would be $2,500,000. To provide these extra funds, the Convention froze its contributions to the Southern Baptist Convention at the 1952 level, all increases going to the Nine Year Program. Because of the increased support which the College was receiving from the Nine Year Program, the contract with the Reynolds Foundation was amended in 1954, increasing the annual grant to the College from $350,000 to $500,000. The Foundation agreed that funds for operation following the College's removal to Winston-Salem could be used for building during the period of construction.

In the spring of 1951, William Neal Reynolds and Nancy Reynolds offered an anonymous challenge gift of $2,000,000 on condition that the College raise $3,000,000 by June 30, 1952. The deadline was extended and the challenge met by January 1953. Mr. Reynolds died in September 1951 (the Foundation assumed his $1,500,000 share of the challenge grant) and he willed Wake Forest $1,000,000, to be paid at the time of removal. In recognition of his bequest the new gymnasium was named for him. Because of the capital funds received from the Reynolds Foundation, the Trustees voted that the library be named the Z. Smith Reynolds Library and the administration building Reynolda Hall. Along with Wait Chapel, the six main residence halls—four for men and two for women—and a building for the School of Law, these buildings comprised the heart of the new Reynolda Campus.

Groundbreaking ceremonies were held in Winston-Salem on October 15, 1951, when a crowd of more than 20,000 watched President Harry Truman lift the first shovel of dirt to begin construction of the new Wake Forest campus. Between 1951

and 1956 fourteen buildings were erected; the removal of the College to its new home was accomplished in time for the opening of the summer session in 1956.

During the next eleven years of President Tribble's administration the College experienced many changes. It had revised its curriculum before moving to the new campus, offering greater flexibility to students, whose number increased to 3,022. The size of the faculty rapidly expanded, reducing the student/teacher ratio to fourteen-to-one. The campus was further expanded with the erection of Winston Hall in 1961, a new women's residence hall in 1962, and Harold W. Tribble Hall, a general classroom building, in 1963. Groves Stadium, seating 31,000, was completed in 1968.

Additional resources came to the College in its new home. In 1954 the will of Colonel George Foster Hankins provided over $1,000,000 to be used for scholarships. In 1956 the Ford Foundation contributed $680,000 to the endowment of the undergraduate program and $1,600,000 to the Bowman Gray School of Medicine. After the completion of a challenge gift of $3,000,000 offered in 1965, the Foundation raised its annual contribution to $620,000. The holdings of the University's libraries more than tripled, and the Z. Smith Reynolds Library was awarded the income from an endowment fund of $4,500,000 contributed by the Mary Reynolds Babcock Foundation and Nancy Reynolds.

Graduate work, first offered in 1866 but suspended during the removal program, was resumed in 1961 with the establishment of the Division of Graduate Studies. In 1967, recognizing the augmented resources of the College, the Trustees officially changed the institution's name to Wake Forest University. The Division of Graduate Studies became the Graduate School and the name Wake Forest College was retained as the designation for the undergraduate school.

After seventeen years of strenuous effort, President Tribble retired in 1967, leaving as his lasting memorial the removal of the College from Wake Forest to Winston-Salem and its changed status from college to university, with enhanced resources and academic distinction. As his successor the Trustees chose James Ralph Scales, former president of Oklahoma Baptist University and former dean of arts and sciences at Oklahoma State University. Since his administration began there have been important new developments. The Guy T. and Clara H. Carswell Scholarship Fund, valued at $1,600,000, was established in 1967 to undergird the undergraduate college. The new Graduate School of Management in 1969 was named in honor of Charles H. Babcock. Through the generosity of the Z. Smith Reynolds Foundation and Nancy Reynolds, a building was constructed to house the Babcock School; a subsequent gift of $2,000,000 was received from the Mary Reynolds Babcock Foundation for endowment. The Fine Arts Center was occupied in 1976, marking a major phase of the College's growth in comprehensive liberal arts education. An athletic center and additions to the School of Law building, Guy T. Carswell Hall, have further expanded the physical resources of the Reynolda Campus.

Complementing this material growth, Wake Forest has expanded its curriculum to offer study for the baccalaureate degree in over thirty areas: accountancy, anthropology, art, biology, business, chemistry, classical studies, economics, education, English, French, French-Spanish, German, Greek, history, Latin,

mathematical economics, mathematics, mathematics-business, mathematics-biology, music, philosophy, physical education, physics, politics, psychology, religion, speech, sociology, Spanish, speech communication, and theatre arts. Also available are combined curricula in law, medical sciences, medical technology, microbiology, dentistry, engineering, forestry and environmental studies, and the physician assistant program.

The academic calendar is designed for controlled flexibility. There is a fifteen-week fall semester, a four-week January term, a spring semester offering both fifteen- and eleven-week courses, and two summer terms of five and a half weeks each. Exchange programs with local institutions and with universities abroad have further expanded the range of choice and opportunity. In addition, Wake Forest maintains residential centers in Venice and London for foreign study within the College curriculum. As a mark of increased academic stature, the William Rand Kenan Foundation in 1970 established the first fully endowed University professorship at Wake Forest. It is held by Kenan Professor of Humanities Germaine Brée.

Buildings and Grounds

Wake Forest is situated on approximately 320 acres; its physical plant consists of over thirty buildings, most of which are of modified Georgian architecture and constructed of Old Virginia brick trimmed in granite and limestone. The Reynolda Gardens annex, consisting of about 150 acres and including Reynolda Woods, Reynolda Village, and Reynolda Gardens, is adjacent to the campus. Nearby is the Graylyn Estate, where there are residential foreign language centers for students.

Wait Chapel is named in memory of the first president of the College. Its main auditorium seats 2,300 and is the home of Wake Forest Baptist Church; *Davis Chapel* seats 150 and is used by the Church and by the College for smaller services. The Wait Chapel tower contains the Janet Jeffrey Carlile Harris Carillon, an instrument of forty-seven bells. *Wingate Hall*, named in honor of President Washington Manly Wingate, houses the Department of Music, the Department of Religion, and the offices of the University Chaplaincy and Church.

Reynolda Hall, across the upper plaza from Wait Chapel, is an administration building and student center. Most administrative offices for the Reynolda Campus are there, along with the College Union, other student activities, and some classrooms. The *Z. Smith Reynolds Library* houses the main collection of books and documents on the Reynolda Campus. Along with six floors of open stacks, having a capacity for about 1,000,000 volumes, it has reading and reference rooms for study and for some academic offices.

Winston Hall houses the departments of biology and psychology, *Salem Hall* the departments of chemistry and physics. Both buildings have laboratory as well as classroom and special research facilities. *Harold W. Tribble Hall* accommodates the humanities and social science departments and has a curriculum materials center, an honors seminar room, a philosophy library and seminar room, and a larger lecture area, *DeTamble Auditorium*, with an adjacent exhibition gallery. Instruction in business, accountancy, and mathematics is carried out in *Charles H. Babcock Hall*,

which also houses the Babcock Graduate School of Management. The School of Law occupies *Guy T. Carswell Hall.*

The *Fine Arts Center* is of contemporary design appropriate to the functions of studio art, theatre, and instruction in art history and drama. Off its lobby is a large gallery for special exhibitions. In the art wing are spacious studios for drawing, painting, sculpture, and printmaking, along with a smaller gallery and classrooms. In the theatre wing are design and production areas and two technically complete theatres, the larger of traditional proscenium design and the smaller for experimental ring productions.

The *William N. Reynolds Gymnasium* is equipped with classrooms for instruction in physical education, courts for indoor sports, a swimming pool, and offices for the Department of Physical Education and for military science. Adjacent are tennis courts, sports fields, a track, and the *Athletic Center* for intercollegiate athletics.

There are five residence halls for undergraduate men: *Kitchin House, Poteat House, Davis House, Taylor House,* and *Huffman Hall.* For women there are five residence halls: *Bostwick, Johnson, Babcock, New Dormitory,* and *Efird Hall.* Just off the main campus are twelve apartment buildings for faculty and married students. A town house apartment building has also been completed.

Purpose

The most recent formally adopted statement of the purposes and objectives of the University includes the following: "As an institution founded by the Baptist State Convention of North Carolina, Wake Forest University seeks to shape its goals, policies, and practices by Christian ideals. It seeks to help its students become mature, well-informed, and responsible persons.These purposes underlie the total academic program of the University. Through them the University seeks to prepare its students for careers in teaching, the ministry, law, medicine, business, research, and other professions."

The special mission of the College, operating within the framework of these principles, is to educate the total man or woman within the limits and capacities of individual talent, preparation, and interest. The College is neither a preparatory school for academic deficiencies nor a professional school for vocational training. In tradition and design it is an institution of liberal arts where athletic, artistic, and social activities are fostered on a firm foundation of education in the humanities, the social and natural sciences, mathematics, and the fine arts.

Proud of its heritage and circumspect in the responsible use of freedom, the College encourages the spirit of free inquiry. It seeks faculty and administrators who have a commitment to the search for knowledge, who have an awareness of their own responsibilities as citizens in a free society, and who have a sense of obligation to the students who will help shape tomorrow's world. It invites applicants who are willing to accept the challenge of new ideas, with a commitment to education as the means of achieving their own personal development and of helping to solve the problems of an increasingly complex society. It believes that all students should know something of the physical world and the scientific method by which data are gathered, verified, and organized; that they should be knowledge-

able about the social relationships which make up the world; that they must cultivate the heritage of the past and be concerned for man's spiritual, moral, and physical future; and that as graduates they should be able to communicate effectively in all areas with their fellow men and women. Wake Forest seeks to instill a sense of the dignity and worth of the individual, a love of freedom, an awareness of the continuity of human experience, and a sense of responsibility to others.

Administration

The College is administered by the Provost, who is the chief academic officer of the University; by the Dean of the College, who is responsible for academic planning and administration in all areas of undergraduate life; by associate and assistant deans, who supervise academic counseling; by a Coordinator of Student Services, a Dean of Men, and a Dean of Women, who advise residential, social, and cultural life; and by the committees of the faculty listed in this bulletin.

Student Life

Student life at the University is designed to offer a wide range of social, cultural, religious, and athletic resources to complement academic studies and other individual pursuits. The University is a community, and the sense of community is fostered by rich opportunities for personal growth.

Student Government in the College has executive, legislative, and judicial functions. The College Union plans, directs, and funds activities. Social fraternities for men are governed by an Interfraternity Council and societies for women by an Intersociety Council. A Men's Residence Council and Women's Residence Council include all students who live on campus. There are chapters of the major honor societies and professional societies for qualified students, and a number of academic awards are made by the University for distinguished student achievement and service. Intercollegiate athletics for men and for women and an intramural sports program are strong, distinguished by tradition and by performance. Religious activities are central to the life of the College and, like campus cultural opportunities, are distinctive. The University offers a number of additional services to students relating to their physical and mental health, spiritual growth, and preparation for a meaningful life.

Student Government

The executive branch of the Student Government is comprised of the four student body officers—president, vice president, secretary, treasurer—and the executive advisory committees. Reporting directly to the officers are various committees which work on improving service to students. These committees are open to all students who wish to serve.

The *Student Legislature* is composed of fifty-five student representatives; the vice president of the student body serves as speaker. The Legislature represents the interests of students in social and academic matters and promotes and funds projects of benefit to the student body and the larger community. It oversees disbursement of funds to student groups and recommends the chartering of newly formed student organizations. Major committees are the Charter Committee, the Student Budget Advisory Committee, and the Student Economic Board.

The *Honor Code* is an expression of the concern that students be motivated by ideals of honor and integrity. It is an integral part of the Student Government as adopted by students and approved by the faculty. Its essence is that each student's word can be trusted implicitly and that any violation of a student's word is an offense against the whole community. The honor system obligates students neither to give nor receive aid on any examination, quiz, or other pledge work; to have complete respect for the property rights of others; not to make false or deceiving statements regarding academic matters to another member of the University community, nor to give false testimony or refuse to pay just debts; and to confront any student who has violated the honor system and tell him or her that it is his or her responsibility to report himself or herself or face the possibility of being reported to the Honor Council.

The *Honor Council* consists of ten members—two co-chairmen selected by the Honor Council of the previous year plus two representatives from each class. There are three non-voting faculty advisers.

It is the duty of the Honor Council to receive, prefer, investigate, and arrange trial proceedings for all charges of violations of the Honor Code. If a student is found guilty of premeditated cheating, he or she is immediately suspended or expelled from the University. For convictions of lying, stealing, bad debts, interfering with the Honor Council, or other forms of cheating, the maximum penalty is expulsion and the minimum penalty is probation. Expulsion is automatic upon conviction for a second offense. All actions of the Honor Council are reported in writing to the Dean of the College.

Any student convicted of violating the Honor Code is ineligible to represent the University in any way until the period of punishment—whether suspension, probation, or another form—is completed and the student is returned to good standing. A student who has been suspended can be readmitted to the College only on the approval of the faculty or its Committee on Academic Affairs. During the period of suspension the student cannot be certified to another institution as being in good standing.

The *Case Referral Panel* receives reports on violations of regulations, conducts necessary investigations, draws up specific charges of violation, hears pleas, and refers the matter either to the Director of Housing or to the Judicial Board, as appropriate.

The *Judicial Board* is composed of twelve members, at least three men and three women, who are elected at large from the student body. It is the duty of the Board to receive, prefer, and try all charges of social misconduct and violations of University rules and regulations for individual students as well as student organizations not covered by the Honor Council, the Director of Housing, or the Traffic Appeals Board. A student who violates these regulations or who behaves in such a way as to bring reproach upon himself or herself or upon the University is subject to penalties ranging from verbal reprimand to suspension on the first offense. For further offenses, expulsion may occur.

College Union

Under the Director of the College Union there are meeting and recreation rooms, lounges, offices for student organizations, a coffee house, and an information center. The College Union is responsible for scheduling entertainment activities, assisting student organizations, and providing supporting equipment and services. The College Union board of directors, representing all undergraduate and graduate students, cooperates with the staff in daily operations and supervises the efforts of a large body of student volunteers who develop and present programs which are designed to complement academic studies.

Men's and Women's Residence Councils

The Men's Residence Council includes all residents and encourages students

toward a comprehensive concept of education, on the principle that learning is not restricted to the classroom but occurs in important ways through interaction with fellow students and faculty in residence hall life. Each house has its own officers and carries out its own academic, athletic, and social programs to provide students with an opportunity to become actively involved in College life.

The Women's Residence Council is concerned with nurturing a comprehensive concept of education. Occasions are provided for discussions and social and sports events. The Women's Residence Council officers are elected by students who live in the residence halls.

Interfraternity and Intersociety Councils

The Interfraternity Council is the governing body of ten social fraternities, all of which are located on campus: Alpha Sigma Phi, Delta Sigma Phi, Kappa Alpha, Kappa Sigma, Lambda Chi Alpha, Pi Kappa Alpha, Sigma Chi, Sigma Phi Epsilon, Sigma Pi, Theta Chi. It endeavors to maintain a high standard of conduct and scholarship. A student must have a C average for the previous semester or a cumulative C average to be initiated. By order of the faculty, students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

The Intersociety Council is the governing body of six societies for women, in each of which membership is selective: Fideles, Sophs, Steps, Strings, Thymes, and Riegels.

Honor Societies and Professional Fraternities

A number of nationally affiliated honor societies have been established: Alpha Epsilon Delta (pre-medicine), Beta Beta Beta (biology), Delta Phi Alpha (German), Delta Sigma Rho/Tau Kappa Alpha (debate), Eta Sigma Phi (classics), Lambda Alpha (anthropology), National Collegiate Players and Anthony Aston Society (drama), Omicron Delta Epsilon (economics), Phi Alpha Theta (history), Pershing Rifles and Scabbard and Blade (military), Phi Beta Kappa, Omicron Delta Kappa, and Mortar Board. There are student sections of the America Institute of Physics and the American Chemical Society; professional fraternities include Phi Alpha Delta and Phi Delta Phi (law). There are also chapters of the national service fraternity Alpha Phi Omega and Circle K, as well as an Accounting Society, a Physical Education Club, and a Sociology Club.

Academic Awards

The following awards are made annually: the *A. D. Ward Medal* for the senior making the best address at commencement; the *J. B. Currin Medal* for the best oration on the topic "Christ in Modern Life"; the *D. A. Brown Prize* to the student whose writing most merits recognition; the *M. D. Phillips Prize* to the outstanding senior in Greek or Latin; the *John Y. Phillips Prize* to the outstanding senior in mathematics; the *H. Broadus Jones Award* to the student whose paper shows greatest insight into the works of Shakespeare; the *Ruth Foster Campbell Award* to the student

whose ability in the Spanish language and spirit of joyful inquiry into Spanish culture have been most outstanding; the *Forrest W. Clonts Award* to the outstanding senior in history; the *Claud H. Richards Award* to the outstanding senior in politics; the *John Allen Easley Medal* to the outstanding senior in religion; the *Lura Baker Paden Medal* to the outstanding senior in business; the *Wall Street Journal Medal* and a year's subscription to the *Journal* to the outstanding senior in finance; the *A. M. Pullen and Company Medal* to the senior with the highest achievement in accounting; the *William E. Speas Award* to the outstanding senior in physics; the *Carolina Award* to the major in biology who writes the best paper on a subject selected by the national biology society; the *Biology Research Award* to the major in biology who does the best piece of original research; the *Poteat Award* to the student in first year biology who plans to major in biology and is judged most outstanding.

Intramural Athletics

Through the Department of Physical Education, the College fosters the fullest possible participation by students in sports and recreational activities which have lifelong health-enhancing value. Performed by residence halls, fraternities, societies, and independent groups, these include rugby, football, basketball, baseball, track and field, tennis, swimming, wrestling, boating, hiking, rappelling, and general conditioning.

Intercollegiate Athletics

Under the Director of Athletics, Wake Forest is a member of the Atlantic Coast Conference of the National Collegiate Athletic Association and participates in intercollegiate football, basketball, baseball, golf, tennis, swimming, cross country, and track. Under the military science staff there is also an intercollegiate program in riflery. There are club teams in soccer, karate, football, rugby, ice hockey, wrestling, and gymnastics.

The full scholarship allowed by the National Collegiate Athletic Association covers tuition, fees, room, board, and books. Wake Forest offers several special scholarships and awards: the *Brian Piccolo Award* for the football player judged by the coaching staff to best exemplify the qualities of Brian Piccolo during the annual North Carolina game; the *Brian Piccolo Scholarship* for the Chicago-area high school football player entering Wake Forest who best exemplifies the qualities of Brian Piccolo; the *Arnold Palmer Award* for the Wake Forest Athlete of the Year, as judged by the Monogram Club; the *Buddy Worsham Scholarship* for one golfer or more; the *John R. Knott Scholarship* for one golfer or more.

Under the Director of Women's Athletics, Wake Forest is a member of the Association of Intercollegiate Athletics for Women and participates in basketball, field hockey, golf, tennis, volleyball, and cross country. In addition, women are eligible for the intercollegiate swimming team.

The full scholarship allowed by the Association of Intercollegiate Athletics for Women covers tuition, fees, room, and board. Wake Forest offers scholarships for women in golf, tennis, basketball, and volleyball.

Religious Activities

The Campus Ministry provides a variety of religious activities, including hursday morning worship in Davis Chapel. In addition to seasonal celebrations roughout the liturgical year, there are retreats, Bible-study and discussion roups, and both independent and church-related social service in the larger ommunity. Baptist, Methodist, Episcopal, and Catholic chaplains represent their aiths and participate jointly in sponsoring activities. Wake Forest Baptist Church eets for weekly worship in Wait Chapel and embraces students, faculty, and iembers of the larger community. Membership is open without restriction to all ho seek its ministry.

The Ecumenical Institute sponsors lectures, colloquia, and publications which oster dialogue among clergy and lay members of Catholic, Jewish, and Protestant aiths. Most are open to students and to others in the community.

Cultural Activities

Under the Director of Theatre, students perform five major productions and everal lab plays annually, employing faculty, student, and visiting professional irectors. Under the Director of Radio, WFDD-FM broadcasts year-round to the ampus and Piedmont North Carolina as an affiliate of National Public Radio. In ddition to student announcers, producers, and technicians, it has a small rofessional staff. Intercollegiate debate at Wake Forest has a long record of xcellence, and the College hosts two annual debate tournaments, the Novice and ie Dixie Classic.

Student publications include *Old Gold and Black*, a weekly newspaper; *The Student*, literary magazine; and the yearbook *The Howler*. *Challenge* is a student-initiated iennial symposium on contemporary affairs which attracts major speakers around central theme of national importance. In addition, the College Union sponsors a ajor speaker series throughout the academic year, and departments in the College ngage specialists for other series. The *Institute of Literature* is a program of writers, itics, and scholars in English, classical languages, German, and Romance nguages. The *Hester Philosophy Seminar* is an annual colloquium devoted to the ajor problems of philosophy and their impact on the Christian faith and is a joint ndertaking of the Department of Philosophy and the Ecumenical Institute. The *obinson Lectures* are held biennially and are administered by the Department of eligion. The Department of Psychology sponsors a colloquium series throughout ie academic year.

Student musicians perform for academic credit in the Choral Union, the Concert hoir, the Opera Workshop, the University Symphony, the Demon Deacon larching Band, the Symphonic Wind Ensemble, the Concert Band, the Varsity ep Band, two Jazz Ensembles, the Percussion Ensemble, the Woodwind Quintet, id the Brass Quintet. Under the Director of Concerts, major concerts in the rtists Series are performed in Wait Chapel by leading orchestras and artists from round the world and in the Fine Arts Center by selected dance companies. The epartment of Music also sponsors performances by faculty and visiting artists. All

concerts are open to students and to others in the community.

In addition to studio instruction in the Department of Art, visiting painters, sculptors, and printmakers teach on campus and at the nearby Southeastern Center for Contemporary Art, sponsored jointly by the University and the Center. Reynolda House has a regular program of instruction in art history related to its special collection in American art. The College Union has an expanding collection of contemporary works of art, under student administration and exhibited in Reynolda Hall and elsewhere on campus. The T. J. Simmons Collection of paintings, etchings, lithographs, and sculpture is also distributed for permanent campus display. An active group of student photographers exhibits its own work and that of professional photographers in the gallery adjacent to DeTamble Auditorium. Cultural resources in the community, in addition to Reynolda House and the Southeastern Center for Contemporary Art, include the historic restored Moravian village of Old Salem, the Museum of Early Southern Decorative Arts, the North Carolina School of the Arts and its associated professional performing companies in theatre, dance, and music, and the Winston-Salem Symphony and Chorale. Folk art, professional art, and crafts fairs are frequent.

Health, Psychological, Placement, and Career Development Services

The Student Health Service is located in Kitchin House and provides primary care services, including general health maintenance, diagnostic and treatment procedures, and referral to specialists. It is open when residence halls are in operation and requires a health information questionnaire on file for all students. The services of the clinical staff are covered by tuition; there are additional charges for injections, medications, laboratory tests, special physical examinations, and bed care.

Located in Reynolda Hall, the Center for Psychological Services offers psychological counseling, testing, and research services to the University community. Also located in Reynolda Hall, the Office of Placement and Career Development offers assistance and consultation regarding resume writing, interviewing, and career planning. It assists students seeking information about temporary employment and seniors looking for permanent employment after graduation.

Procedures

All students are responsible for familiarizing themselves with the portions of this bulletin which pertain to their course of study. Statements concerning courses and expenses are not to be regarded as irrevocable contracts between the student and the institution. The University reserves the right to change the schedule of classes and the cost of instruction at any time within the student's term of residence.

Admission

Candidates for admission must furnish evidence of maturity and educational achievement. The Committee on Admissions carefully considers the applicant's academic records, scores on tests, and evidence of character, motivation, goals, and general fitness for study in the College. The secondary school program of the applicant must establish a commitment to the kind of broad liberal education reflected in the academic requirements of the College.

Admission as a freshman normally requires graduation from an accredited secondary school with a minimum of sixteen units of high school credit. These should include four units in English, three in mathematics, two in history and social studies, two in a single foreign language, and one in the natural sciences. An applicant who presents at least twelve units of differently distributed college preparatory study can be considered. A limited number of applicants may be admitted without the high school diploma, with particular attention given to ability, maturity, and motivation.

Application

An application is secured from the Office of Admissions in person or by mail (7305 Reynolda Station, Winston-Salem, North Carolina 27109). It should be completed and returned to that office, if possible no later than February 1 for the fall semester. Most admissions decisions for the fall semester are made by March 1, with prompt notification of applicants. For the spring semester application should be completed and returned, if possible, no later than October 15. Except in emergency the final date for applying for the fall semester is August 5 and for the spring semester January 1. Application on this last-date basis is primarily for non-residential students.

The admission application requires records and recommendations directly from secondary school officials. It also requires test scores, preferably from the senior year, on the Scholastic Aptitude Test of the College Entrance Examination Board. An accompanying Achievement Test is optional. A $20 fee to cover the cost of processing must accompany an application. It cannot be applied to later charges for accepted students or refunded for others. *The University reserves the right to reject any application without explanation.*

A $100 admission deposit is required of all students accepted and must be sent to the Office of Admissions no later than three weeks following notice of acceptance. It is credited toward first semester fees and is refunded in the event of cancellation

of application by the student, provided written request for refund is received by the Office of Admissions no later than May 1 for the fall semester or November 1 for the spring semester. (Students notified of acceptance after May 1 for the fall semester or November 1 for the spring semester should make the admission deposit within two weeks of notification.) Deposits made after May 1 and November 1 are not refundable. Failure to make the admission deposit is taken as cancellation of application by the student. No deposit is required for summer session enrollment.

Early Decision

An Early Decision plan is available to well qualified high school students who decide by the close of their junior year that their first college choice is Wake Forest. An Early Decision agreement is required with the application, which is sent to the Office of Admissions after completion of the junior year or by late October of the senior year. Along with high school record, recommendations, and scores on the Scholastic Aptitude Test, at least one Achievement Test, especially in English composition, is strongly recommended.

Early Decision applicants are notified of acceptance no later than November 1 for the fall semester, and the admission deposit is required by January 1. Applicants not admitted are asked to submit a senior year Scholastic Aptitude Test score and first semester senior year grade record, or are advised to apply elsewhere.

Advanced Placement and CLEP

Advanced Placement credit for college level work done in high school is available on the basis of the Advanced Placement Examination of the College Entrance Examination Board and supplementary information. Especially well-qualified applicants for advanced standing may also be exempted from some basic and divisional courses with credit on the authorization of the department concerned. Credit by advanced standing is computed as credit transferred from another college.

Under certain conditions especially well prepared applicants may be granted limited college credit through the subject tests of the College Level Examination Program (CLEP) of the Educational Testing Service. Such credit may be assigned with the approval of the department concerned.

Transfer Credit

The number of transfer students who can be admitted each year depends upon the availability of space in the sophomore and junior classes. An applicant for admission who has attended another college must be a graduate of a standard junior college or furnish a certificate of honorable dismissal stating eligibility in all respects to enter the college last attended, and must have an overall average of at least C on all college work attempted. A student who is admitted from another college before fully meeting the prescribed admissions requirements for entering freshmen must remove the entrance conditions during the first year at Wake Forest.

The writing of transfer students is checked during the orientation period each emester, and students whose writing is deficient are given a *composition condition.* 'or removal of a composition condition the student is required to take English 11 luring the first semester for which he or she registers following the assignment of he *cc.* Removal of the deficiency is prerequisite to graduation.

Courses satisfactorily completed in other accredited colleges are accepted subject o faculty approval. In general, no credit is allowed for courses not found in the Vake Forest curriculum. The minimum residence requirement for a baccalaureate legree is two academic years, the senior and one other.

Expenses

Statements concerning expenses are not to be regarded as forming an irrevocable contract etween the student and the University. The costs of instruction and other services outlined erein are those in effect on the date of publication of this bulletin, and the University reserves he right to change without notice the cost of instruction and other services at any time.

An admission deposit of $100, which is applied toward tuition and fees for the emester for which the student has been accepted, is required to complete dmission. Charges are due in full on August 1 for the fall semester and December 5 for the spring semester. Faculty regulations require that student accounts be ettled in full before the student is entitled to receive a grade report, transcript, or liploma, or to register for the following semester or term.

Tuition

	Per Semester	Per Year
'ull-Time (twelve or more credits)	**$1,650**	**$3,300**
'art-time	**$100 per credit**	

Students enrolled in the College for full-time residence credit are entitled to full rivileges regarding libraries, laboratories, athletic contests, concerts, publications, he College Union, the University Theatre, and the Health Service. Part-time tudents are entitled to the use of the libraries and laboratories but not to the other rivileges mentioned above. They may secure a part-time student ID card, dmissions to games and concerts, and publications by paying an activity fee of $50 er semester.

Room Charges

)ouble occupancy	**$250-$265**	**$500-$530**

Most rooms available for first year students are $250 per semester for men and 265 for women. Other room rentals range from $220 to $335.

Other Charges

Admission application fee of $20 is required with each application for admission to over the cost of processing and is non-refundable.

Admission deposit of $100 is required of each student entering for the first time or

returning after a period of non-attendance and must be sent to the Director o Admissions within three weeks after acceptance for admission or readmission. Th deposit is credited to the student's charges for the semester for which he or she ha been accepted for admission. It is refunded if the Director of Admissions is notifie in writing prior to May 1 for the fall semester and November 1 for the sprin semester of cancellation of plans to enter the College.

Applied music fees are required in addition to tuition for students enrolling fo individual or class study in applied music in the Department of Music and ar payable in the Office of the Treasurer. The fee for one credit hour of instructio per semester is $75 and for two credit hours per semester is $120. Practice fees ar $15 or $18 for organ practice, $7 or $10 for piano practice, and $5 or $7 for othe instrument practice for one or two hours a day.

Graduation fee of $20 is required of all students who are candidates for degrees.

Hospital bed and board charges are made when the student is confined to the Studen Health Service, at a rate of $37.50 per day. An additional charge is made for specia services and expensive drugs. Since most insurance companies do not cove admissions to a university hospital or infirmary, students are urged to arrange fo the student insurance which covers these charges. The student insurance premiun is usually under $120 per year. A $2.00 charge is added to overdue bills.

Key deposit of $5 is required for each key issued to a residence hall room and i refunded when the key is returned.

Late registration fee of $10 is charged to students registering after the dates set by th faculty.

Library fines are charged for lost books and for violation of other library regulation and are payable in the library.

Advance tuition deposit of $100 is required, at a date set by the Office of th Treasurer, of students enrolled in the spring semester who expect to return for th fall semester beginning in August. It is credited to the student's University charge and is refunded if the Treasurer is notified in writing prior to June 1.

Room change fee of $5 is charged for authorized room changes made after Februar 15 in the spring semester. The fine is $20 for any unauthorized change.

Special examination fee of $2.50 is required for each special examination taken t remove a course condition.

Student apartment rental is payable at $100 per month.

Motor vehicle registration and traffic fines are $35 and $4 to $10, respectively. All students operating a vehicle on campus (including student apartments and the Graylyn Estate) must register vehicles they are operating day or night, whether o not owned by the operator. All vehicle registrations must be completed within twenty-four hours from the first time the vehicle is brought to campus. Fines are assessed against students violating parking regulations, copies of which are obtainable from the Traffic Office.

Transcripts of a student's record are issued at a cost of $2 each.

Refunds

During the academic year, all students, full- and part-time, receive tuition

refunds according to the following schedule. This policy applies to students dropping courses as well as those withdrawing. Withdrawals must be official and students must turn in their ID cards before claiming refunds. *There is no refund of room rent.*

Number of Weeks Attendance	Percentage of Total Tuition to be Refunded
1	Total Tuition Less $100
2	75 percent
3	50 percent
4	25 percent

Housing and Food Services

Residence Halls. All unmarried freshmen students are required to live in residence halls, except (1) when permission is granted by the Dean of Men or the Dean of Women for the student to live with parents or a relative in the Winston-Salem area or (2) by special arrangement when space is not available on campus or (3) if the student has lost residence hall space because of a room contract violation. Married students are not usually allowed to live in residence halls except when permitted by the Dean of Men or the Dean of Women. Residence halls are supervised by the Director of Housing, the Directors of Residence Life, head residents, and assistants under the direction of the Dean of Men and the Dean of Women.

The following charges per year apply for each student in the residence halls: in Kitchin House, Poteat House, Davis House, Taylor House, Huffman Hall, and Efird Hall, $400 for triple rooms, $440 for small double rooms, $500 for large double rooms, and $630 for single rooms; in Johnson and Bostwick Residence Halls, $530 for double rooms and $630 for single rooms; in Babcock Residence Hall, $600 for double rooms and $630 for single rooms; in New Dormitory, $670 for double rooms; in each of four town house apartments, $640 per occupant; at Graylyn Estate, $670 per occupant. For each of the fifty-six married student apartments the charge is $100 per month.

Food Services. A cafeteria, soda shop, and table service dining room are located in Reynolda Hall. Meals may be purchased individually or under an optional board plan. The approximate yearly cost individually is $725-$825. The contractual board plan reduces the cost by about one-fifth.

Academic Calendar

The academic calendar of the College includes a fall semester ending before Christmas, a spring semester beginning in January and ending in May, and a summer session. Courses offered in the fall semester usually meet for approximately fifteen weeks. During the spring semester some courses meet on a fifteen-week schedule as in the fall, some meet for four weeks (normally during January), and others meet for the remaining eleven weeks of the semester. A student may enroll for fifteen-week courses only or for four-week and eleven-week courses only, or

under certain conditions may combine courses from the two tracks during the same spring semester.

Orientation and Advising

A three-day orientation period for new students in the College precedes registration for the fall semester. An academic adviser who is either a member of the faculty or an upperclassman in the peer-advising program provides guidance during and between registration periods throughout the student's freshman and sophomore years. Meetings with advisers are both in groups and individual and are initiated both by the adviser and by the student. The adviser suggests and approves courses of instruction until the student declares a major in a field of study at the end of the sophomore year. At that time a new adviser is assigned from the department or departments concerned.

Registration

A two-day registration period for all students in the College opens the fall semester and the spring semester. Registration involves (1) payment of all tuition and fees in full to the Treasurer, (2) obtaining a summary of prior record from the Registrar, (3) consultation with the academic adviser, (4) sectioning of classes by departmental representatives, and (5) verification of registration cards with class schedules by the Registrar.

A four-week course with a value of four credits constitutes a normal full-time course load for the four-week term. Students enrolling for a four-week course that meets primarily off campus may not enroll for a regular fifteen-week course during the same semester. Students enrolling for a four-week course on the campus may, if the adviser recommends it, enroll at the same time for *one regular fifteen-week course (three, four, or five credits) only*. Certain one-credit courses, such as music ensemble or physical education, may be included in addition at the discretion of student and adviser. Students or advisers who encounter extraordinary problems in planning schedules for the spring semester may consult the Office of the Dean of the College.

Classification

Classification of students by class standing and as full-time or part-time is calculated in terms of credits. Most courses in the College have a value of four credits, but others vary from one credit to five. The normal load for a full-time student is eighteen credits per semester; a slightly heavier load is permitted under certain circumstances. Twelve credits per semester constitute minimum full-time registration. (Recipients of veteran benefits, grants from state government, and other governmental aid must meet the guidelines of the appropriate agencies.) A student may not register for fewer than twelve credits without specific permission from the Committee on Academic Affairs to register as a part-time student. For the January term the normal load is one four-credit course; with the academic adviser's approval a student may also register concurrently for one fifteen-week course.

A full-time student in the fall semester of any year may not be a part-time student

in the spring semester immediately following. Any student who petitions for part-time status within the semester in which he or she wishes to gain such status is not eligible for a tuition refund.

The requirements for classification after the freshman year are as follows: sophomore—the removal of all entrance conditions and the completion of not fewer than twenty-nine credits toward a degree, with a minimum of fifty-eight grade points; junior—the completion of not fewer than sixty credits toward a degree, with a minimum of 120 grade points; senior—not fewer than 108 credits toward a degree, with a minimum of 216 grade points.

Class Attendance

Attendance regulations place the responsibility for class attendance on the student, who is expected to attend classes regularly and punctually. One of the most vital aspects of the residential college experience is attendance in the classroom; its value cannot be fully measured by testing procedures alone. Students are considered sufficiently mature to appreciate the necessity of regular attendance, to accept this personal responsibility, to demonstrate the self-discipline essential for such performance, and to recognize and accept the consequences of failure to attend. The instructor is privileged to refer to the Dean of the College for suitable action students who are deemed to be causing their work or that of the class to suffer because of absence or lateness. Any student who does not attend classes regularly or who demonstrates other evidence of academic irresponsibility is subject to such disciplinary action as the Committee on Academic Affairs may prescribe, including immediate suspension from the College.

The Office of the Dean of the College maintains a list of students who have been absent from class because of illness certified by the Student Health Service, because of other extenuating circumstances, or as authorized representatives of the College whose names have been submitted by appropriate officials forty-eight hours in advance of the hour when the absences are to begin. Such absences are considered excused and a record of them is available to the student's instructor upon request. The instructor determines whether work missed can be made up.

Auditing

Full-time students in the College may audit classes without charge. For others the fee is $60 per course. The permission of the instructor is necessary for all audits, and that of the Dean of the College for those other than full-time students. Auditors are listed with regularly registered students on class rolls and are subject to attendance regulations and to other conditions imposed by the instructor. A notation of audit may be made on the final grade report and entered on the record of a regularly enrolled student. An auditor receives no grade or credit for the course. An audit course may not be changed to a credit course and a credit course may not be changed to an audit course except during the official drop/add period.

Dropping

A student who wishes to drop a course before the last approved date must consult with the academic adviser and obtain a form from the Registrar and the signature of the instructor. After the approved date the student must consult with the academic adviser, the instructor for the course, and the Dean of the College. With the approval of the Dean of the College, a failing grade is usually assigned for a course dropped after the approved date. For a course dropped without prior written approval of the Dean of the College, the student is subject to academic probation for the following semester or other penalties imposed by the Committee on Academic Affairs.

Withdrawal

A student who finds it necessary to withdraw from the College must do so through the Office of the Dean of the College. With the approval of the Dean of the College, no grades are recorded for the student for that semester, but the student's standing in courses at the time of withdrawal is taken into consideration when readmission is sought. If withdrawal is for academic reasons, failing grades may be assigned in all courses in which the student is doing unsatisfactory work. A student who leaves the College without officially withdrawing is assigned failing grades in all current courses, and the unofficial withdrawal is recorded.

Examinations

Final examinations are given at regularly scheduled times. All examinations are conducted in accordance with the honor system adopted by the student body and approved by the faculty. Under it the student is expected to refrain from unfairness in any form and to report to the Honor Council any student he or she knows to be cheating. Examinations are turned in with a signed statement that no aid has been given or received.

Grading

For most courses carrying undergraduate credit there are five final and two conditional grades: *A (exceptionally high achievement), B (superior), C (satisfactory), D (passing but unsatisfactory), E (conditional failure), F (failure), and I (incomplete).*

Grade of E. The grade of E entitles the student to reexamination at any regular examination period within a year, or during the first week of the fall semester. A permit for reexamination must be obtained in advance from the Registrar, and no grade higher than D may be assigned as a result of reexamination. A student who does not remove a conditional failure by reexamination must repeat the course to obtain credit for it.

Grade of I. The grade of I may be assigned only when because of illness or some other emergency a student does not complete the work of the course. If the work recorded as I is not completed within thirty days after the student enters for his or her next semester, the grade automatically becomes F.

Grade Points. Grades are assigned grade points for the computation of academic averages, class standing, and eligibility for continuation, as follows: for each credit of A, four points; for each credit of B, three points; for each credit of C, two points; for each credit of D, one point; for each credit of E or F, no points.

Pass/Fail. To encourage students to venture into fields outside their major areas of competence and concentration, the College makes available the option, under certain conditions, of registering in courses on a Pass/Fail basis rather than for a letter grade. Courses taken under the Pass/Fail option yield full credit when satisfactorily completed, but whether passed or not they are not computed in the grade point average.

A student may count toward the degree no more than twenty-four credits taken on a Pass/Fail basis. Freshmen and sophomores are eligible for most four-week courses offered on a Pass/Fail basis, as well as for certain other courses offered only on a Pass/Fail basis. A student may during the junior and senior years only elect up to a total of sixteen credits on a Pass/Fail basis, but no more than five credits in a given semester. Courses used to fulfill basic, divisional, or major requirements may not be taken on a Pass/Fail basis unless they are offered only on that basis. Courses in the major(s) not used for satisfying major requirements may be taken on a Pass/Fail basis only if the department of the major does not specify otherwise.

Grade Reports and Transcripts

A mid-term report and a final report of grades are issued to students by the Registrar in the fall and spring semesters. A final report of grades is issued for each summer term.

Copies of a student's cumulative record are issued by the Registrar, but only on the written authorization of the student and payment of $2 per transcript.

Dean's List and Graduation Distinctions

The Dean's List is issued by the Dean of the College at the end of the fall and spring semesters. It includes all full-time students in the College who have a grade point average of 3.0 or better for the semester and who have earned no grade below C during the semester.

Graduation distinctions are determined by the grade point system. A degree candidate with a total average of not less than 3.80 for all courses attempted is graduated with the distinction *summa cum laude.* A candidate with a total average of not less than 3.50 for all courses attempted is graduated with the distinction *magna cum laude.* A candidate with a total average of not less than 3.00 for all courses attempted is graduated with the distinction *cum laude.* Particular conditions apply to students transferring from other colleges or participating in combined degree programs. Details are available in the Office of the Registrar.

Repetition of Courses

A student may not repeat for credit a course for which he or she has already

received a grade of C or higher. When a student repeats a course previously passed with a grade of D, credit earned for the first attempt is deducted from the total credits earned, but both grades are computed in the grade point average.

Probation

A student is responsible at all times for knowing his or her academic standing. Any student who at the end of the fall semester does not have the grade average normally required for continuation at the end of the following spring semester is automatically on academic probation.

Any student who is placed on probation because of Honor Code or conduct code violations is placed on such special academic probation as the Committee on Academic Affairs imposes. The Committee on Academic Affairs may at any time place on probation a student whose academic performance or social behavior is inconsistent with what the committee deems to be in the best interest of the student or the College.

Any student convicted of violating the Honor Code is ineligible to represent the College in any way until the period of suspension or probation is completed and the student is returned to good standing. Students who are on probation for any reason may not be initiated into any fraternity until the end of their probationary period.

Requirements for Continuation

Students are responsible for knowing their academic status and whether they are meeting the minimum academic requirements for continuation in the College. Requirements for continuation are determined by the bulletin under which the student expects to graduate.

On the basis of their cumulative records at the end of the spring semester, those students are academically ineligible to enroll for the following fall (1) who have attempted fewer than fifty-four credits in all colleges and universities attended and have a total grade point average of less than 1.35 on work attempted for a grade in the College; (2) who have attempted as many as fifty-four but fewer than ninety-eight credits and have a total grade point average of less than 1.65 on work attempted for a grade in the College; (3) who have attempted as many as ninety-eight but fewer than 135 credits and have a total grade point average of less than 1.85 on work attempted for a grade in the College; (4) who have attempted 135 credits or more and have a total grade point average of less than 1.90 on work attempted for a grade in the College. Non-credit courses, courses taken Pass/Fail, and CLEP and Advanced Placement credit are not computed in the total grade point average.

Ordinarily a student who is ineligible to continue in the College may attend the first summer term and if successful in raising the total grade point average to the required minimum may enroll for the following fall semester. The student may attend the second summer term if unsuccessful in the first, and if successful then may enroll for the following spring semester. If unsuccessful in meeting the

minimum requirements by the end of the second summer term, the student may apply for readmission no earlier than the following summer session.

Under exceptionally extenuating circumstances beyond the control of the student, and after consultation with the Dean of the College, the student may appeal the foregoing eligibility requirements before the Committee on Academic Affairs. The Committee on Academic Affairs may also suspend at the end of any semester or term any student whose record for that term has been unsatisfactory, particularly with regard to the number of courses passed and failed, or any student who has not attended class regularly or has otherwise ignored the rules and regulations of the College.

Requirements for Readmission

A student seeking readmission to the College must meet the minimum academic requirements for continuation. However, a student who has not met the requirements (1) may apply for admission to the summer session only, (2) may apply for readmission after an absence from the College of at least a year and a half, (3) may apply for readmission after less than a year and a half if enrolled in another college or university, or (4) may apply for readmission if the failure to meet minimum requirements was due to exceptionally extenuating circumstances beyond the control of the student.

Senior Conditions

A candidate for graduation in the final semester who receives a grade of E in the previous semester may apply to the Registrar for reexamination thirty days after the opening of the final semester but not less than thirty days before its close. All conditions must be removed not less than thirty days before the end of the last semester or term of the student's graduation year. The name of a candidate who has a condition after that date is dropped from the list of candidates. A candidate who receives a grade of E in the final semester or term of the graduation year is not allowed reexamination before the next examination period.

Scholarships and Loans

The University is committed to the principle that any student admitted to the College who demonstrates financial need will receive assistance commensurate with that need.

By regulation of the Board of Trustees, all financial aid must be approved by the Committee on Scholarships and Student Aid. Applications should be requested from the committee at 7305 Reynolda Station, Winston-Salem, North Carolina 27109. Scholarships supported by funds of the College are not granted to students enrolled in other schools of the University. To receive consideration for financial aid, the applicant must either be enrolled in the College or have been accepted for admission. The financial aid program comprises institutional, state, and federal scholarship, loan, and work funds. Full-time students are eligible to apply for any of these funds. Half-time students are eligible to apply for federal funds. Half- and part-time students are eligible to apply for limited institutional funds.

Need is a factor in the awarding of most financial aid, and each applicant must file a financial statement with the application for financial aid. After reviewing the standard financial analysis, the Committee on Scholarships determines aid awards, and aid is credited, by semester, to the student's account in the Office of the Treasurer. The Committee on Scholarships reserves the right to revoke financial aid for unsatisfactory academic achievement or for violation of University regulations or federal, state, or local laws. To be eligible for renewal of aid, a student must remain enrolled on a normal full-time basis and be in good standing, making satisfactory progress toward a degree. The committee does not award institutional scholarships to students earning less than a 2.0 grade average on all work attempted at Wake Forest.

Scholarships

The Guy T. Carswell Scholarships, made possible by and established in honor of the late Guy T. Carswell and his wife Clara Carswell of Charlotte, North Carolina, carry an annual value ranging from a minimum stipend of $1,500 to a maximum stipend of $5,000, with awards for more than $1,500 determined on the basis of need. A Carswell Scholar must be a student applying to the College who possesses outstanding qualities of intellect and leadership. Up to forty scholars are selected annually.

The George Foster Hankins Scholarships for Freshmen, made possible by the late Colonel George Foster Hankins of Lexington, North Carolina for residents of North Carolina or children of alumni residing in other states, with preference given to residents of Davidson County, North Carolina, have a value up to $5,000.

The George Foster Hankins Scholarships for Upperclassmen for students who have been enrolled for at least one semester, with preference given to applicants from Davidson County, North Carolina, vary in value according to need.

The Alcoa Foundation Scholarship, donated by the Alcoa Foundation, is available to a freshman from the Piedmont area who is majoring in chemistry and is awarded on the basis of need for $2,000.

The Alpha Phi Omega Scholarships, established by the Kappa Theta Chapter of Alpha Phi Omega, is made available in alternate years to a freshman who presents evidence of need and an excellent high school record for a minimum of $200.

The Camillo Artom Fund for Italian Studies was established in 1976 in honor of Dr. Camillo Artom, professor of biochemistry from 1939 to 1969. Scholarship aid is made available, usually to one or two students each semester, to assist with their expenses. Well-qualified students who can demonstrate need are eligible to apply. (Interested persons should apply in the Office of the Provost.)

Basic Educational Opportunity Grants are available to undergraduate students with exceptional financial need who require these grants in order to attend college, for a value of from $200 to $1,800 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Eliza Pratt Brown Scholarship, donated by the late Junius Calvin Brown of Madison, North Carolina in honor of his wife Eliza Pratt Brown, is used to assist needy, worthy, and deserving students from North Carolina, with preference given to students from the town of Madison and Rockingham County, for a maximum of $2,000.

The J. G. Carroll Memorial Athletic Scholarship, donated in memory of J. G. Carroll, former associate professor of mathematics, is made to a deserving athlete who is not on a regular athletic scholarship, for a value of approximately $100.

The James Lee Carver Scholarship, donated by Jean Freeman Carver with her children James Lee Carver II and Elizabeth Jeanine Carver in memory of her husband James Lee Carver, is for deserving and promising students who demonstrate a need for financial assistance, with preference given to students from the Oxford Orphanage in Oxford, North Carolina, for a value of approximately $300.

The College Scholarships, in the amount of $100 to $3,300 each, are available to freshmen and upperclassmen presenting satisfactory academic records and evidence of need.

The O. B. Crowell Memorial Scholarship Fund, donated by Louise T. Crowell of Hendersonville, North Carolina in memory of her husband O. B. Crowell, is awarded on the basis of character, need, and promise for a value of approximately $600.

The Lecausey P. and Lula H. Freeman Scholarship, donated by Mr. and Mr. G. H. Singleton of Raleigh, North Carolina in memory of the parents of Mrs. Singleton, is available to a freshman, sophomore, or junior whose home is within the West Chowan Baptist Association of North Carolina, with preference given to Bertie County students, on the basis of need and ability. Residents of the Roanoke Association may be considered for the scholarship, which is renewable on the basis of need and ability except for the senior year, for a value of approximately $200

The James W. Gill Scholarship, donated by Ruth R. Gill in memory of her husband James W. Gill, provides a scholarship for a deserving student, with preference given to students from Montgomery and Prince George Counties, Maryland, for a value of approximately $600.

The Eugene Basil Glover Memorial Scholarship is awarded to an incoming or enrolled student based on ability and need, with a slight preference given to students from Halifax County, North Carolina.

The Wallace Barger Goebel Scholarship, made possible through a donation from Miriam M. Goebel, is based upon ability and financial need, with first preference given to a student with an interest in literature, second preference to a student with an interest in history, and third preference to a student enrolled in the pre-medical program, for a value of approximately $400.

The Fuller Hamrick Scholarship, created under the will of the late Everett C. Snyder of Wake Forest, North Carolina in memory of Fuller Hamrick, is used to educate students from the Mills Home in Thomasville, North Carolina, for a value of approximately $550.

The Frank P. Hobgood Scholarship, donated by Kate H. Hobgood of Reidsville, North Carolina in memory of her husband, is available to those who qualify on the basis of character, purpose, intelligence, and need, with preference given to those who plan to enter the ministry, do religious work, become teachers, or become lawyers, the preference being in the order named, for residents of the Reidsville, North Carolina area recommended by the deacons of the First Baptist Church of Reidsville, and for a value of $500.

The Forrest H. Hollifield Scholarship, donated by Mr. and Mrs. H. H. Hollifield in memory of their son Forrest H. Hollifield, is awarded to upperclassmen with evidence of character and need, with preference given to natives of Rowan and Rutherford Counties, North Carolina and to members of the Delta Nu Chapter of Sigma Chi Fraternity.

The J. Lee Keiger Sr. Scholarship is an academic scholarship awarded annually to a North Carolina student, with preference given to students living in the Mid-Carolina Telephone Company service region, for a value of $750.

The Senah C. and C.A. Kent Scholarships, are awarded to freshmen and upperclassmen on the basis of leadership, academic merit, and financial need, without regard to race, religion, sex, or geographical origin.

The Kirkpatrick-Howell Memorial Scholarship Fund, donated by the Delta Nu Chapter of Sigma Chi Fraternity, makes available one or two scholarships, with preference given to members of the Sigma Chi Fraternity, upon recommendation of the Kirkpatrick-Howell Memorial Scholarship Board, for a value of approximately $800.

The Thane Edward McDonald and Marie Dayton McDonald Memorial Scholarship Fund, made possible by the late Thane Edward McDonald, professor of music, is available to a deserving and qualified music student for a value of approximately $125.

The Norfleet Scholarships, donated by Mr. and Mrs. Eustace Norfleet of Wilmington, North Carolina in memory of his parents John A. and Mary Pope Norfleet, are available to deserving and promising students needing financial assistance for a value of $200.

The North Carolina Scholarships are made available by the North Carolina General Assembly and are awarded on the basis of financial need to full-time students who are bona fide residents of North Carolina.

North Carolina Student Incentive Grants are available to undergraduate residents of North Carolina with exceptional financial need who require these grants in order to attend college, for a value of from $200 to $1,500 per year. The amount of assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Benjamin Wingate Parham Scholarship, donated by Kate J. Parham of Oxford, North Carolina in memory of her husband, is awarded on the basis of ability and need and may be renewed for succeeding years.

The Thomas F. Pettus Scholarships, administered by the North Carolina Baptist Foundation under the terms of the will of the late Thomas F. Pettus of Wilson County, North Carolina, make two or more scholarships available each year in memory of Mr. Pettus and are awarded on the basis of merit and need, with preference given to North Carolina Baptist students.

The William Louis Poteat Scholarships, awarded annually to the graduates of the Baptist junior colleges in North Carolina on the basis of need, are renewable for the senior year for a value of up to $500.

The A. M. Pullen and Company Scholarship, granted by the A. M. Pullen and Company to an outstanding upper division accounting major designated by the accounting faculty on the basis of merit, financial need, and interest in public accounting, has a value of $600.

The Kenneth Tyson Raynor Scholarship, donated by friends of the late Kenneth Tyson Raynor, professor of mathematics, is awarded annually by the mathematics faculty. The award is made on the basis of academic ability to an individual majoring in mathematics who has achieved junior standing.

The Oliver D. and Caroline E. Revell Memorial Scholarship Fund, created under the will of the late Oliver D. Revell of Buncombe County, North Carolina, is for a person preparing for the ministry or full-time religious work, for a value of $100.

The Kate B. Reynolds Memorial Scholarships, donated in memory of the late Kate B. Reynolds, is for residents of Forsyth County, North Carolina who without financial aid would be unable to obtain education beyond high school. At least four scholarships are awarded, with a value up to $2,400.

The ROTC Scholarships require applications for four-year scholarships from students in their junior and senior year of high school to the nearest ROTC regional headquarters and from freshmen, sophomores, and juniors enrolled in the ROTC program to the professor of military science. Each scholarship covers tuition, fees, books, and classroom materials for the regular school year, and a subsistence allowance of $100 per month for the period that the scholarship is in effect, remaining in effect throughout the contract period subject to satisfactory academic and ROTC performance.

The Robert Forest Smith III Scholarship Fund, donated by the Rev. Mr. and Mrs. Robert Forest Smith Jr. in memory of their son Robert Forest Smith III, is awarded to an entering freshman who qualifies on the basis of need and on distinction in high school government, with preference given to those who plan to enter government service, and with strong preference given to students exemplifying positive Christian principles, for a value of $1,000.

The Sigmund Sternberger Scholarships, donated by the Sigmund Sternberger Foundation, are for needy North Carolinians, with preference given to undergraduate students from Greensboro and Guilford County, for a value of $1,600.

The J. W. Straughan Scholarship, donated by Mattie, Mable, and Alice Straughan in memory of their brother Dr. J. W. Straughan of Warsaw, North Carolina, with preference given to students from Duplin County, North Carolina who are interested in pursuing a medical career, especially in the field of family practice, are for those who need financial assistance to continue their education.

The Saddye Stephenson and Benjamin Louis Sykes Scholarship, donated by Dr. Charles L. Sykes and Dr. Ralph J. Sykes in memory of their father and mother, is awarded on the basis of Christian character, academic proficiency, and financial need, with preference given to freshmen from North Carolina, renewable for a value of approximately $400.

The Supplemental Educational Opportunity Grants are available to a limited number of undergraduate students with exceptional financial need who require these grants to attend college and who show academic or creative promise, for a value from $200 to $1,500 a year but no more than one-half of the total assistance given the student. The amount of financial assistance a student may receive depends upon need, taking into account financial resources and the cost of attending the college chosen.

The Tyner-Pitman Scholarship Fund, donated by Cora Tyner Pitman, makes available at least one scholarship for needy North Carolina students.

The Jesse A. Williams Scholarships, created under the will of the late Jesse A. Williams of Union County, North Carolina, with preference given to deserving students of Union County, have a value up to $1,200.

The Charles Littell Wilson Scholarship, created under the will of Jennie Mayes Wilson in memory of her husband Charles Littell Wilson, is for a freshman, with a value from $200 to $600.

The William Luther Wyatt III Scholarship Trust, donated by Mr. and Mrs. William L. Wyatt Jr. of Raleigh, North Carolina in memory of their son William Luther Wyatt III, with preference given to a male student entering the junior year who has shown an interest and an ability in the field of biology, is based on need and ability, for a value of approximately $500.

Exchange Scholarships

The German Exchange Scholarship, established in 1959 with the Free University of Berlin, is available to a student with at least two years of college German or the equivalent who has junior standing by the end of the semester in which application is made, but who need not be a German major. It provides 750 German marks per month for ten months, remission of fees, 200 marks per semester for books, and 250 marks per month for rent. (Interested students should communicate with the chairman of the Department of German.)

The Spanish Exchange Scholarship, established in 1964 with the University of the Andes in Bogota, Colombia, is available to two students for one semester's study each or one student for two semesters with at least two years of college Spanish or

the equivalent. It provides remission of fees, the cost of books, and the cost of board and accommodations. (Interested students should communicate with the chairman of the Department of Romance Languages.)

The French Exchange Scholarship, established in 1971 with the University of Orleans, France, is available to a graduating senior, who receives a graduate teaching assistantship at the University of Orleans for two semesters. (Interested students should communicate with the chairman of the Department of Romance Languages.)

Loans

The James F. and Mary Z. Bryan Foundation Student Loan Plan is for residents of North Carolina enrolled full-time for a value up to $7,500 for undergraduate study. The amount of each loan is determined by the College Foundation, with an interest rate of one percent during the in-school and grace periods and seven percent during the repayment period.

The Bushnell Baptist Church Loan Fund, established in 1945 with funds supplied by the Bushnell Baptist Church of Fontana Dam, North Carolina, is for needy students.

The Council Fund, established in 1935 by C. T. Council of Durham, North Carolina, is for the aid of senior students.

The James W. Denmark Loan Fund, originated in 1875 by James William Denmark of Dudley, North Carolina, is available to qualified students, with preference given to students from North Carolina, for an amount not exceeding $1,500 each year and $6,000 during the entire period of enrollment.

The Olivia Dunn Student Loan Fund, established under the will of Birdie Dunn of Wake County, North Carolina in memory of her mother, is for worthy students.

The Duplin County Loan Fund, donated in 1942 by anonymous friends of the College, is limited to students from Duplin County, North Carolina.

The Elliott B. Earnshaw Loan Fund, established by the Board of Trustees, is a memorial to the former Bursar.

The Friendly Student Loan Fund, established in 1948 by Nell E. Stinson of Raleigh, North Carolina in memory of her sister Mary Belle Stinson Michael, is for the benefit of worthy students who need financial aid.

The George Foster Hankins Loan Fund, established under the will of the late Colonel George Foster Hankins of Lexington, North Carolina, gives preference to applicants from Davidson County, North Carolina.

The Guaranteed Student Loan Program makes available loans up to $2,500 for undergraduate students. Aggregate undergraduate sums may not exceed $7,500, but may be extended to $15,000 for those who also borrow for graduate or professional study. The maximum loan per year for graduate students is $5,000. Loans are insured by the federal government or guaranteed by a state or private non-profit guarantee agency. The federal government pays the seven percent interest during in-school and grace periods. Application and information may be obtained from state guarantee agencies or from the appropriate regional office of the United States Office of Education.

The Harris Memorial Loan Fund, established by the late J. P. Harris of Bethel,

North Carolina in memory of his first wife Lucy Shearon Harris and his second wife Lucy Jones Harris, is for students who have demonstrated ability to apply educational advantages to the rendition of enriched and greater Christian service in life and who require financial assistance in order to prevent disruption in their education.

The Edna Tyner Langston Fund, established in 1942 by Dr. Henry J. Langston of Danville, Virginia in memory of his wife, is available to a student agreed upon by the donor and the College.

The National Direct Student Loan Program makes available loans up to $2,500 per year for students in need of financial assistance with an interest rate of three percent. Examples of typical repayment schedules:

Aggregate Loan	Quarterly Payments	Amount of Payment	Total Interest Paid	Total Payment
$2,500	28	$ 90.00	$ 269.78	$2,769.78
5,000	40	125.00	768.65	5.768.65
$7,500	40	187.50	1,153.07	8,653.07

Aggregate undergraduate sums may not exceed $2,500 for the first two years or $5,000 for four years, but may be extended to $10,000 for those who also borrow for graduate or professional study, with an interest rate of three percent.

The North Carolina Insured Student Loan Program makes available loans up to $2,500 per year for legal residents enrolled full-time. Aggregate undergraduate sums may not exceed $7,500 but may be extended to $15,000 for those who also borrow for graduate or professional study. The maximum loan each year may not exceed $2,500 for undergraduates or $5,000 for graduates or professional students. Loans are insured by the North Carolina State Education Assistance Authority and are processed by the College Foundation. Under certain conditions the United States Office of Education pays the seven percent interest during the in-school and grace periods.

The Watts Norton Loan Fund, established in 1949 by L. Watts Norton of Durham, North Carolina, is for worthy students enrolled in the Department of Religion who need financial assistance.

The Powers Fund, established in 1944 by Dr. Frank P. Powers of Raleigh, North Carolina in memory of his parents Frank P. and Effie Reade Powers, is for the benefit of needy students, with preference given to orphans.

The Grover and Addy Raby Loan Fund, established in 1945 by Dr. J. G. Raby of Tarboro, North Carolina in memory of his parents, gives preference to applicants from the First Baptist Church of Tarboro.

The James F. Slate Loan Fund, established in 1908 by J. F. Slate of Stokes County, North Carolina, is available for ministerial students who have been licensed to preach.

Concessions

Ministerial students receive a $600 concession per year if they (1) have a written

recommendation or license to preach from their own church body and (2) agree to repay the total amount, plus four percent interest, in the event that they do not serve five years in the pastoral ministry within twelve years of attendance in the College.

Children and spouses of pastors of North Carolina Baptist churches receive a $600 concession per year if they are the children or spouse of (1) ministers, (2) missionaries of the Southern Baptist Foreign Mission Board, (3) officials of the Baptist State Convention of North Carolina, or (4) professors in North Carolina Baptist colleges or universities. Pastors themselves are also eligible.

Children of other ministers who are not eligible for the above concession receive a $150 concession per year if their parent makes a living chiefly by the ministry and they have a demonstrated need.

Rehabilitation students receive a concession up to $300 per year if they (1) have a letter of approval from the North Carolina Division of Vocational Rehabilitation and (2) file for the concession.

Other Financial Aid

The College Work/Study Program On Campus makes available on-campus employment to students who show evidence of financial need. Students work during the academic year for campus minimum wage or above, at an average of ten to fifteen hours per week, in the Z. Smith Reynolds Library, Reynolda Hall, College Union, Reynolda Gardens, and other places on campus.

The College Work/Study Program Off Campus (PACE) is for students who show evidence of financial need for work in any non-profit public or private institution for periods up to fifteen weeks during the summer, and forty hours per week, at an hourly wage. Eighty percent of earnings should be retained for college expenses. Summer employment is also available for students who show evidence of need and who are unable to secure adequate employment on their own. (Interested students should apply before March 15.)

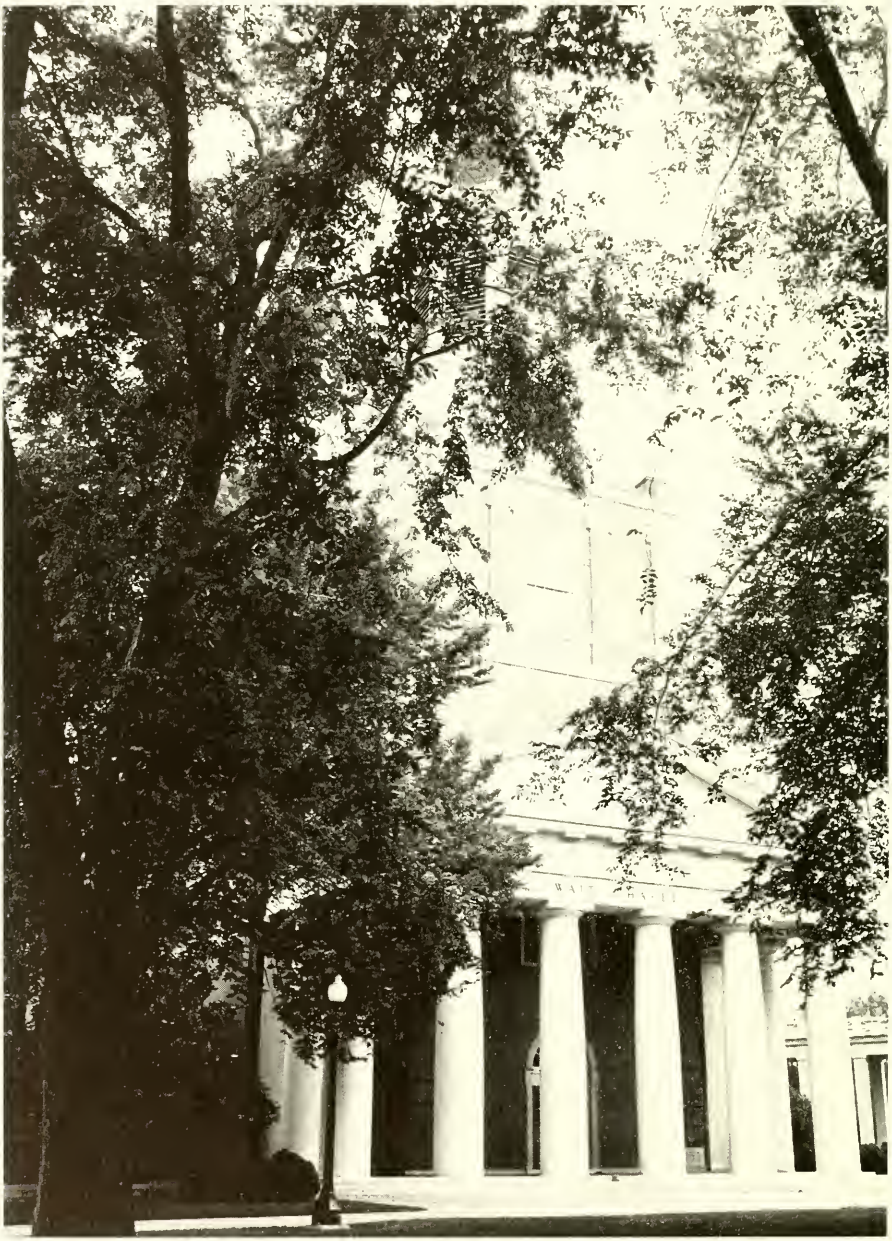
The Ministerial Aid Fund, established in 1897 by the estate of J. A. Melke, is available to pre-ministerial students on a loan or grant program on the basis of merit and need, and particularly in the case of grants, academic achievement.

Church Choir Work Grants, given by the College and Wake Forest Baptist Church to encourage outstanding music students, are awarded on the basis of talent, reliability, and interest in the Church on the recommendation of the music committee of the Church and the Department of Music, for the value of $300. (Interested students should communicate with the chairman of the Department of Music.)

Student/Student Spouse Employment is possible for part-time, on-campus and off-campus work, for a recommended maximum of twenty hours per week for full-time students. Summer employment may also be available. (Interested students should communicate with the Office of Placement and Career Development.)

Veteran Benefits are administered by the Office of the Veterans Administration in the Wachovia Building at 251 North Main Street in Winston-Salem. Records of progress are kept by this institution on veteran and non-veteran students alike.

Progress records are furnished the students, veterans and non-veterans alike, at the end of each scheduled school term.



Special Programs

For students of special ability or interest and for students who can take advantage of off-campus study opportunities, the College offers a variety of programs ranging from four-week courses to four-year curricula. These are in addition to combined courses of study in departments in the College and the pre-professional curricula described in this bulletin.

Honors Study

For highly qualified students, a series of interdisciplinary honors courses is described under *Courses of Instruction.* Under the Coordinator of the Honors Program, students participate in three or more honors seminars during the freshman, sophomore, and junior years. Those who complete four seminars with a superior record and who are not candidates for departmental honors may complete a final directed study course. With a superior record in that course and a grade point average of 3.0 in all work, they may be graduated with "Honors in the Arts and Sciences."

For students especially talented in individual areas of study, most departments in the College offer special studies leading to graduation with honors in a particular department. The minimum requirement is a grade point average of 3.0 in all work and 3.3 (or higher in some areas) in the major. Other course, seminar, and research requirements vary according to the department concerned.

Open Curriculum

For students with high motivation and strong academic preparation, the Open Curriculum provides the opportunity to follow a course of study planned within the framework of a liberal arts education but not necessarily fulfilling all basic and divisional requirements for the degree. Under the Committee on Open Curriculum a limited number of students are selected before or during the freshman year by previous record of achievement, high aspirations, ability in one or more areas of study, strength of self-expression, and other special talents. The course of study for the degree is designed by the student and his or her adviser.

Residential Language Centers

For students prepared to speak French, German, or Spanish on a regular basis with other students studying the same language, the Graylyn Estate near campus is the site of three residential centers. Under faculty coordinators from the Department of Romance Languages and the Department of German, students live for one or more semesters at Bernard Cottage (for French), Amos Cottage (for Spanish), or the Manor House (for German), attending regular classes on campus but speaking French, Spanish, or German in the residential center.

Study at Salem College

For full-time students, Wake Forest and Salem College share a program of exchange credits for courses taken at one institution because not offered at the other. An application must be approved by the academic adviser and the Dean of the College. Except in courses of private instruction, there is no additional cost to the student. Grades and grade points earned at Salem College are evaluated as if they were earned at Wake Forest.

Summer Study

For full-time students, courses taken in the summer at another college or university require the advance approval of the chairman of the department concerned and the Registrar. Grades earned elsewhere are not used in computing the grade averages; those earned elsewhere on the semester hour plan are computed as transfer credit at 3.375 credits for three approved semester hours taken elsewhere.

In addition to regular courses, a number of special summer programs for credit are described in the bulletin of the summer session.

January Study

For students who wish to follow individual or non-traditional courses of study on campus or field study in places like Honduras, Russia, and Switzerland, the January term offers a number of four-credit courses, many on a Pass/Fail basis. January term courses are described under *Courses of Instruction.*

Opportunities for Study Abroad

London

A program of study is offered each semester at Worrell House, the University's residential center near Regent's Park in London. Courses typically encompass aspects of the art, theatre, literature, and history of London and Great Britain. (See, for example, Art 2320: *English Art, Hogarth to the Present,* and History 2260: *History of London,* in the course listings of those departments.) Each term a different member of the faculty serves as the director of the program, which accommodates sixteen students. Further information may be obtained in the Office of the Provost.

Venice

For students wishing to spend a semester in Italy, a program of study is available at Casa Artom, the University's residential center on the Grand Canal in Venice. Under various members of the faculty, approximately twenty students focus on the heritage and culture of Venice and Italy. (Courses offered usually include Art 2693: *Venetian Renaissance Art,* Italian 2213: *Spoken Italian,* and other courses offered by the faculty member serving as director.) Students selected for the Venice program are normally required to have completed elementary training in Italian.

Limited scholarship aid is available to one or two students each semester to assist with expenses. Further information may be obtained in the Office of the Provost.

France

For students wishing to study in France, arrangements are made for a semester's instruction at the University of Dijon. Under a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Dijon by student groups of varying levels of preparation. (A major in French is not required, but French 221 or its equivalent is recommended.)

Spain

For students wishing to study in Spain, arrangements are made for a semester's instruction at the University of Salamanca. Under a faculty residential adviser from the Department of Romance Languages, courses are taken at the University of Salamanca by student groups of varying levels of preparation. (A major in Spanish is not required, but Spanish 221 or its equivalent is recommended.)

India

For students who can spend a semester in India, arrangements are made for instruction in an Indian college or university and travel in the country for a period of about three months. (Written approval from the Dean of the College is necessary for fulfilling basic, divisional, or major requirements.)

Independent Study

For students who wish to spend one or more semesters in an appoved college or university abroad, arrangements must be made with the chairman of the department of the major and the Dean of the College. An approved application for study abroad must also be filed with the Registrar. Up to thirty-six credits for a full-year program may be granted by the College upon satisfactory evaluation of the work taken, but is not guaranteed. Students not on a College program must apply for readmission to the University. Credit is computed as transfer credit at 3.375 credits for three approved semester hours taken abroad.

In addition, the Independent Study Program of the Experiment in International Living is recognized by the College. To participate in this program a student must be regularly enrolled and plan to return to the College after study abroad, and arrangements must be made with the chairman of the department of the major and the Dean of the College. Up to fourteen credits for a one-semester program may be granted upon evidence of satisfactory completion of work taken, but is subject to evaluation by the Dean of the College.

Requirements for Degrees

Degrees Offered

The College offers undergraduate programs leading to the Bachelor of Arts and Bachelor of Science degrees. The Bachelor of Arts degree is conferred with a major in anthropology, art, biology, chemistry, classical studies, economics, English, French, French-Spanish, German, Greek, history, Latin, music, philosophy, physics, politics, psychology, religion, sociology, Spanish, or speech communication and theatre arts. The Bachelor of Science degree is conferred with a major in accountancy, business, chemistry, mathematical economics, mathematics, mathematics-biology, mathematics-business, physical education, or physics. The Bachelor of Arts degree is available with a major in intermediate education or education with a state teacher's certificate in social studies. The Bachelor of Science degree is available with a major in education with a state teacher's certificate in science, and in combined curricula in dentistry, engineering, forestry and environmental studies, medical sciences, medical technology, and the physician assistant program.

A student who receives the Bachelor of Arts or Bachelor of Science degree from the College may not thereafter receive the other of the two degrees.

General Requirements

Students in the College have considerable flexibility in planning their course of study. Except for two semesters of required physical education, only three specific courses are required, one in English composition and two in a foreign language. To complete preparation for more specialized work in a major field or fields, students select three courses in each of four divisions of the undergraduate curriculum: (1) literature and the arts; (2) the natural sciences and mathematics; (3) history, religion, and philosophy; and (4) the social and behavioral sciences. Normally the basic and divisional requirements are completed in the freshman and sophomore years and requirements in the field or fields of the major are completed in the junior and senior years.

All students must complete (1) the basic and divisional requirements (unless accepted for the Open Curriculum), (2) a course of study approved by the department or departments of the major, and (3) elective courses for a total of 144 credits. No more than sixteen credits toward graduation may be earned in Military Science 111, 112, 151, 152, 211, 212, 251, 252; Music 111-123 (ensemble courses); and physical education 100-level courses other than the physical education requirement.

All students must earn a C average on all courses attempted. A student who transfers from another college or university must earn a C average on all courses attempted in the College and a C average on all work attempted at all colleges and universities. Of the 144 credits required for graduation, at least seventy-two must be completed in the College, including the work of the senior year (except for combined degree curricula).

A student has the privilege of graduating under the requirements of the bulletin in which he or she enters, provided that course work is completed within six years

of entrance. After six years, the student must fulfill the requirements for the class in which he or she graduates.

Basic Requirements

All students must complete three required basic courses (unless waived through procedures established by the departments concerned):

English 110 (composition) or 112 (composition and literature)
Foreign language 153 (intermediate level)
Foreign language (literature)
French 213, 214, 216, 217, or the equivalent
Spanish 215, 216, or the equivalent
Italian 215, 216, or the equivalent
German 211 or 212
Russian (any literature course)
Greek 211 or 212
Latin 211, 212, or 216
Hebrew 211
Hindi 211

No credit is given for any language course below the one recommended by the department on the basis of the placement test unless the student is given permission by the Language Placement Appeals Board.

Divisional Requirements

All students must complete three courses in each of the four divisions of the undergraduate curriculum (unless exempted by completion of Advanced Placement requirements):

I. *Literature and the Arts* (three courses; no more than one course from each group)
1. English literature (English 160 or 165)
2. American literature (English 170 or 175)
3. Foreign literature (other than the one used for the basic requirement)
a. Classical languages
Greek 211, 212, 231, 241, or 242
Latin 211, 212, 216, 221, 225, or 226
Classics 253, 254, 263, 264, 265, or 272
b. German 211 or 212
c. Romance languages (French, Spanish, or Russian literature)
d. Humanities 213, 214, 215, 216, or 217
4. Fine Arts
a. Art 103
b. Music 101
c. Theatre Arts 121

II. *The Natural Sciences and Mathematics* (three courses, selected from only two groups)
1. Biology 111, 150, or 151

2. Chemistry 111, 112 (unless advanced preparation indicates a higher course)
3. Physics 111 and 112 (one or both courses); 121 and 122 (one or both courses)
4. Mathematics 111, 112, 115, 116, 157 (any one; if two, any pair other than 111-116 and 115-175)

III. *History, Religion, and Philosophy* (three courses; no more than one course from each group)
1. History 101 or 102
2. Religion (any course other than 218, 225, 237, 239, 240, 265, 266, 270, 273, 282, 286, 287, 292, and 346)
3. Philosophy 151, 171, or 172

IV. *The Social and Behavioral Sciences* (three courses; no more than one from any one department)
1. Anthropology 162
2. Economics 111, 151, or 152
3. Politics 113, 114, or 115
4. Psychology 151
5. Sociology 151

Requirement in Physical Education

All students must complete Physical Education 111 and one additional course selected from the 100-series of physical education courses. The requirement must be met before enrollment in additional physical education elective courses.

Proficiency in the Use of English

Proficiency in the use of the English language is recognized by the faculty as a requirement in all departments. A *composition condition*, indicated by *cc* under the grade for any course, may be assigned in any department to a student whose writing is unsatisfactory, regardless of previous credits in composition. The writing of transfer students is checked during the orientation period each term, and students whose writing is deficient are given a *composition condition*. For removal of a composition condition the student is required to take English 11 during the first semester for which he or she registers following the assignment of the *cc*. Removal of the deficiency is prerequisite to graduation.

Completion of Lower Division Requirements

Basic, divisional, and physical education requirements should be completed when possible by the end of the sophomore year. For students who postpone required courses until the junior year to complete early major courses, a minimum of three required courses must be taken each semester until the requirements have been completed. Except for students accepted for the Open Curriculum, no course requirements may be waived or replaced by substitutes except through regular procedures established by the faculty or through a specific vote of the faculty in regular session.

Admission to the Upper Division

Before applying for admission to the upper division and beginning work on the major subject, a student should have seventy-two credits and 144 grade points in the lower division. In no case is a student admitted to the upper division with fewer than sixty credits and 120 grade points.

Fields of Study in the Upper Division

Thirty days before the end of the sophomore year each student is required to indicate to the Registrar and to the department or departments concerned the selection of a major subject for concentration during the junior and senior years. Before this selection is formally approved by the Registrar, the student must present a written statement from the authorized representative of the department or departments indicating that the student has been accepted as a candidate for the major in that department. An adviser is available to assist the student in planning a course of study for the junior and senior years. A department which rejects a student as a major must file with the Dean of the College a written statement indicating the reason(s) for the rejection.

The College makes a reasonable effort to provide ample space in the various major fields to accommodate the interests of students. It must be understood, however, that the College cannot undertake to guarantee the availability of space in a given major field or a given course, since the preferences of students change and there are limits to both faculty and facilities.

After the beginning of the junior year a student may not change from one major to another without the approval of the departments concerned. The student's course of study for the junior and senior years includes the minimum requirements for the departmental major, with other courses selected by the student and approved by the adviser.

At least half of the major must be completed in the College. Students preparing for the ministry are advised to elect three courses in religion beyond the course included in the divisional requirements.

The following fields of study are recognized for the major: accountancy, anthropology, art, biology, business, chemistry, classical studies, economics, education, English, French, French-Spanish, German, Greek, history, Latin, mathematical economics, mathematics, mathematics-biology, mathematics-business, music, philosophy, physical education, physics, politics, psychology, religion, sociology, Spanish, and speech communication and theatre arts.

Maximum Number of Courses in a Department

A maximum of forty-eight credits in a single field of study is allowed within the 144 credits required for graduation. This excludes required related courses from other departments.

For dual major departments, fifty-six credits toward graduation are allowed in any department authorized to offer two fields of study. Elementary foreign

language in the major field of study and Accountancy 111-112 (for those majorin in accountancy) are excluded.

These limits may be exceeded in unusual circumstances only by action of th Dean of the College.

Double Majors and Joint Majors

A student may major in two departments with the written permission of th chairman of each of the departments and on condition that the student meets a requirements for the major in both departments. For administrative purposes, th student must designate one of the two fields as the primary major, which appear first on the student's record.

A joint major consisting of fifty-six credits in two fields of study is available i classical studies, in mathematical economics, in mathematics-biology, in mathema tics-business, and in French-Spanish.

Senior Testing

All seniors are required to participate in a testing program designed to provid objective evidence of educational development and employing measures o academic achievement such as selected portions of the Graduate Record Examina tion and/or other tests deemed appropriate by the Committee on Academic Affairs The tests are administered during the spring semester, and relevant results ar made available to the student for his or her information. The primary purpose o the program is to provide the College with information for assessing the tota educational process. The program does not supplant the regular administration o the Graduate Record Examination for those students applying for admission t graduate school.

Combined Degrees in the School of Law

A combined course makes it possible for a student to receive the two degrees o Bachelor of Arts and Juris Doctor in six academic years or their equivalent instead of the usual seven years. The first three years of the combined course are in the College and the last three are in the School of Law.

A student pursuing this plan must (1) complete the basic and divisional course requirements and become qualified for admission to the upper division; (2) initiate an application for admission to the School of Law and secure through the law school adviser, who is a member of the law faculty, permission to pursue the combined course plan (admission to the School of Law is based on the applicant's entire undergraduate record, Law School Admission Test scores, and other criteria and permission to pursue the combined degree program does not constitute admission to the School of Law); (3) perform the junior year of study in the College under the supervision of the law school adviser; and (4) complete at least 110 credits in the College with a minimum average of C and the first full year of law in the School of Law with an average sufficient to remain in the School of Law.

The last year of required college academic work must be taken in the College. A

student who transfers from another college or university at the end of the first or second year must maintain a minimum average grade of C on all academic work undertaken in the College.

A student who completes the program successfully is eligible to receive the Bachelor of Arts degree at the end of the first full year in the School of Law; the Juris Doctor degree is awarded the student who, having received the Bachelor of Arts degree, also fulfills requirements for the Juris Doctor degree. The quantitative and qualitative academic requirements set forth herein are minimum requirements for the successful completion of the combined degree program; satisfying the requirements of the three-year program in the College does not necessarily entitle an applicant to admission to the School of Law.

Combined Degrees in Medical Sciences

A limited number of students may receive a Bachelor of Science degree with a major in medical sciences.

Under this plan the student fulfills the requirements for the degree by completing three years of work in the College with a minimum average grade of C and by satisfactorily completing the first full year of medicine (at least thirty semester hours) as outlined by the faculty of the Bowman Gray School of Medicine, with a record entitling promotion to the second year class. (Under current scheduling, successful candidates receive the baccalaureate degree in August rather than May.) At least one year (thirty-six credits) of the required academic work must be completed in the College.

Candidates for the Bachelor of Science degree with a major in medical sciences must complete before entering the School of Medicine for the fourth year of work the basic course requirements; the divisional course requirements in Divisions I, III, and IV; the physical education requirement; Biology 111, 150, 151 (two courses); Biology 312, 320, 321, 326, 351, 360, 370 (two courses); Chemistry 111 and 112; Chemistry 221 and 222; Physics 111 and 112; mathematics (one course); and electives for a total of 108 credits.

The completion of the prescribed academic subjects does not necessarily entitle an applicant to admission to the School of Medicine. (All other factors being equal, applicants who have done all their work in the College are given preference.)

Combined Degrees in Medical Technology

Students may qualify for the Bachelor of Science degree in medical technology by completion of the academic requirements outlined below and by satisfactory completion of the full program in medical technology offered by the Division of Allied Health Programs of the Bowman Gray School of Medicine with at least a grade of C in all courses taken in the program in medical technology. At least one year (thirty-six credits) of the required academic work must be completed in the College. Students seeking admission to the program must file application in the fall of their junior year with the division of Allied Health Programs of the School of Medicine. A B average is usually required in biology and chemistry for admission to

the program. Students must complete the basic course requirements; the division course requirements in Divisions I, III, and IV; the physical education requirement; Biology 111, 150, 151 (three courses); Biology 326; Chemistry 111 and 11 Chemistry 221 and 222; mathematics (one course); and electives for a total of 1(credits. (Interested students should consult a biology departmental faculty membe during the freshman year for further information.)

Degrees in the Physician Assistant Program

Students may qualify for the Bachelor of Science degree in the physician assistar program by completion of three years (108 credits) in the College with a minimu average grade of C, and by satisfactory completion of the full twenty-four mont course in the physician assistant program offered by the Division of Allied Healt Programs of the Bowman Gray School of Medicine. At least one year (thirty-s credits) of the required academic work must be completed in the Colleg Candidates for the degree must complete the basic course requirements, th divisional course requirements, and the physical education requirement; at lea four courses in biology (including one course in microbiology); and at least fou courses in the social sciences (sociology, psychology, and economics are recon mended). A course in statistics and three or four courses in chemistry are als recommended. Applicants to the program must possess a minimum of six month clinical experience in patient care services. (Interested students should consult biology departmental faculty member during the freshman year for furth information.)

Degrees in Microbiology

Students may qualify for the Bachelor of Science degree in microbiology b completion of three years (112 credits) in the College with a minimum averag grade of C, and by satisfactory completion of a thirty-two-hour major i microbiology in the Bowman Gray School of Medicine. At least one year (thirty-si credits) of the required academic work must be completed in the Colleg Candidates for the degree must complete the basic course requirements, th divisional course requirements, and the physical education requirement; Microbio ogy 301, 302, 308, 311, and 312, and Biology 370 (in some cases Biology 326 may b substituted for Microbiology 301); two additional courses from Microbiology 30 310, 313, and 314; and Biology 321. Required related courses are two courses i physics and at least two courses in organic chemistry. Additional chemistry an mathematics courses may be suggested by the major adviser for student progressing toward advanced work in microbiology.

Degrees in Dentistry

A student may fulfill the requirements for a Bachelor of Science degree with major in dentistry by completing three years of work in the College with a minimun average grade of C, and by satisfactorily completing the first two years of work i one of certain approved dental schools designated by the University, with a recor

entitling advancement to the third year class.

For this degree the requirements in the College are the same as those for the degree with a major in medical sciences.

Degrees in Engineering

The College cooperates with North Carolina State University in offering a broad course of study in the arts and sciences combined with specialized training in engineering. A program for outstanding students covers five years of study, including three initial years in the College and two full years of technical training in one of the fields of engineering. (Depending upon the field chosen, it may be advisable for a student to attend the summer session in the engineering school after transfer.) Upon successful completion of the five years of study, the student receives the degree of Bachelor of Science from the University and the degree of Bachelor of Science in one of the specialized engineering fields from North Carolina State University.

The curriculum for the first three years must include the basic and divisional requirements for the Bachelor of Science degree. Suggested courses for the freshman year are English 110 and 160 (or a foreign literature); foreign language courses 211, 215, or 216; Mathematics 111-112; Physics 111-112 or (preferably) 121-122; and Physical Education 111-112. Suggested courses for the sophomore year are English 170 (or a foreign literature); Philosophy 151; Mathematics 251; Physics 141, 161, and 162; and Chemistry 111 (or 118) and 112. Suggested courses for the junior year are a history course, a religion course, Mathematics 311, and Economics 151-152.

This rigorous curriculum demands special aptitude in science and mathematics. Electives are chosen in consultation with the chairman of the Department of Physics.

Degrees in Forestry and Environmental Studies

The College cooperates with the Duke University School of Forestry and Environmental Studies to offer students interested in these areas the possibility of earning both bachelor's and master's degrees within five years. For details about the program students should consult a biology departmental faculty member.

Courses of Instruction

Plans of study, course descriptions, and the identification of instructors apply to the academic year 1978-79, unless otherwise noted, and reflect official faculty action through March 5, 1979.

The University reserves the right to change programs of study, academic requirements, assignment of lecturers, or the announced calendar without prior notice.

Odd-numbered courses are normally taught in the fall, even-numbered in the spring. Exceptions are noted after course descriptions. Number of credits is shown by numerals immediately after the course title—for example, (3) or (3,3). The symbols P— and C— followed by course numbers or titles are used to show prerequisites and corequisites in the department.

Courses 101-199 are primarily for freshmen and sophomores; courses 200-299 are primarily for juniors and seniors; courses 301-399 are for advanced undergraduates and graduate students. (Other graduate courses are described in the bulletin of the Graduate School; other summer courses are described in the bulletin of the summer session.)

Anthropology

Stanton K. Tefft, Chairman
Professor E. Pendleton Banks
Associate Professors David K. Evans, Stanton K. Tefft, J. Ned Woodall
Assistant Professor David S. Weaver

A major in anthropology requires a minimum of thirty-six credits and must include Anthropology 162, 340, 341, 351, 380, and either 356 or 359. Majors are strongly urged to take 340 prior to other 300-level courses.

Students are encouraged but not required to enroll in a course offering intensive field research training. However, only four credits from Anthropology 381-382 and four credits from Anthropology 383-384 may be used to meet major requirements. Additional courses are counted within the limits specified for a single field of study.

To be graduated with the designation "Honors in Anthropology", highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

162. General Anthropology. (3 or 4) Basic concepts of anthropology, focusing on the biological and sociocultural evolution of man from Pleistocene to the present and an analysis of contemporary cultural diversity.

207. Mountain Folklore in North Carolina. (4) The role folklore plays in all human cultures in general and in the culture of the mountain people of Western North Carolina in particular. Field trips to mountain counties conducted. *Usually offered in January.*

260. Archeological Laboratory Practicum. (2) Instruction in artifact cleaning, preserving, cataloging, and analysis; preparation of museum exhibits; familiarization with darkroom procedures; drafting and report preparation. P-Permission of the instructor.

261. Museum Practicum. (2) Directed in-depth experience in cultural anthropology. P-Anthropology 162.

262. Physical Anthropology Practicum. (2) Practical experience in current problems in physical anthropology. P-Anthropology 162.

301. Archeology of the Carolina Piedmont. (4) Readings and field research directed toward collecting and interpreting data on the prehistoric and early historic cultures of Piedmont North Carolina. *Usually offered in January.* P-Permission of the instructor.

303. None of Your Business. (3) This course looks at the role of secrecy in society in both historical and cross-cultural perspectives. The form and function of both tribal and modern secret organizations (secret services, revolutionary groups, and so forth) are studied. The adaptive and maladaptive consequences of secrecy are explored. *Usually offered in January.* P-Anthropology 162.

305. Conflict and Change on Roatan Island (Honduras). (4) Readings and field research focusing upon the barriers and processes of sociocultural and technological change in a heterogeneous island community. *Usually offered in January.* P-Anthropology 162 and permission of the instructor.

307. Archeology of Meso-America. (4) A travel course to major archeological ruins in Central and Southern Mexico, the National Museum in Mexico City, and possibly certain Guatemalan sites. *Usually offered in January.*

308. Yugoslavia: Crossroads of Cultures. (4) Field study of the people and cultures of Yugoslavia. Visits to four major cities located in three different regions provide opportunities to study museum collections and cultural monuments ranging from Paleolithic to Roman to Turkish times. Reading, lectures, and informal discussion with Yugoslav scholars supplement the field work. *Usually offered in January.* P-Permission of the instructor.

310. Museum Design and Operation. (3 or 4) The principles of museum design and operation through lectures, readings, workshops with visiting experts in the field, and field trips to neighboring museums (possibly to Washington, D. C.). Students have an opportunity to put some of the principles in practice by planning and designing exhibits in the Museum of Man. *Usually offered in January.* P-Permission of the instructor.

340. Images of Man: Perspectives on Anthropological Thought. (3 or 4) A study and evaluation of the major anthropological theories of man and society, including cultural evolutionism, historical particularism, functionalism, structuralism, cultural ecology, and cultural materialism. The relevance and significance of these theories to modern anthropology are discussed. P-Anthropology 162 and sophomore or junior standing or permission of the instructor.

341. Cultural Anthropology. (3 or 4) A cross-cultural analysis of human institutio concentrating on non-industrial societies. P-Anthropology 162.

342. People and Cultures of Latin America. (3 or 4) Ethnographic focus on th elements and processes of contemporary Latin American cultures. P-Anthropolog 162 or permission of the instructor.

343. Anthropology and Developing Nations. (3 or 4) Analytic survey of problen facing emerging nations and the application of anthropology in culture-chang programs. P-Anthropology 162 or permission of the instructor.

344. Medical Anthropology . (3 or 4) The impact of Western medical practices an theory on non-Western cultures and anthropological contributions to the solving world health problems. P-Anthropology 162.

351. Physical Anthropology. (3 or 4) Introduction to biological (physica anthropology; human biology, evolution, and variability. P-Anthropology 162.

352. Laboratory Methods in Physical Anthropology. (1) Basic methods utilized b physical anthropologists to gather data, such as blood grouping, measurement dermatoglyphics, and dental castings. Lab-two hours. P-Permission of the in structor.

353. Peoples and Cultures of Africa. (3 or 4) The ethnology and prehistory o Negro Africa south of the Sahara. P-Anthropology 162.

354. Primitive Religion. (3 or 4) The worldview and values of non-literate culture as expressed in myths, rituals, and symbols. P-Anthropology 162 or Sociology 151.

355. Language and Culture. (3 or 4) An introduction to the relations betwee language and culture, including methods for field research. P-Anthropology 162

356. Old World Prehistory. (3 or 4) Introduction to prehistoric archeology; fiel and laboratory techniques, with a survey of world prehistory. P-Anthropology 162

357. Personality in Culture. (3 or 4) A seminar designed to study th psychodynamics of social personality and national character. P-Anthropology 16 or Sociology 151.

358. The American Indian. (3 or 4) Ethnology and prehistory of the Americar Indian. P-Anthropology 162.

359. Prehistory of North America. (3 or 4) The development of culture in North America as outlined by archeological research, with an emphasis on paleoecology and sociocultural processes. P-Anthropology 162.

360. Archeology of the Southeastern United States. (3 or 4) A study of human adaptation in the Southeast from Pleistocene to the present, emphasizing the role of ecological factors in determining the formal aspects of culture. P-Anthropology 162.

362. Human Ecology. (3 or 4) The relations between man and the inorganic and organic environments as mediated by culture. P-Anthropology 162 or permission of the instructor.

364. Human Osteology. (3 or 4) A survey of human skeletal anatomy and analysis.

emphasizing archeological and anthropological applications. P-Permission of the instructor.

365. Field Research in Physical Anthropology. (2, 3, or 4) Training in techniques for the study of problems of physical anthropology, carried out in the field. *Usually offered in January or in the summer.* P-Permission of the instructor.

366. Primates and Fossil Man. (3 or 4) Investigation of primate and human evolution, both in anatomy and in behavior. P-Anthropology 162 or permission of the instructor.

371. European Peasant Communities. (3 or 4) Lectures, reading, and discussion on selected communities and their sociocultural context, including folklore, folk art, and processes of culture change. P-Anthropology 162 or permission of the instructor.

379. Research Methods in Anthropology. (3 or 4) Introduction to the principal research techniques used in anthropology. P-Anthropology 162.

380. Anthropological Statistics. (3 or 4) Basic statistics, emphasizing application in anthropological research. (A student who receives credit for this course may not also receive credit for Biology 248, Business 201, Mathematics 157, or Sociology 380.)

381, 382. Archeological Research. (4, 4) The recovery of anthropological data through the use of archeology, taught in the excavation and interpretation of a prehistoric site. P-Anthropology 162.

383, 384. Field Research in Cultural Anthropology. (4, 4) Training in techniques for the study of foreign cultures, carried out in the field. P-Anthropology 162.

385, 386. Special Problems Seminar. (3 or 4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P-Permission of instructor.

387. Advanced Statistical Analysis in Anthropology. (3 or 4) Principles of multivariate statistical analysis and applications to anthropological problems. P-Anthropology 380.

398-399. Individual Study. (1, 2, 3, or 4) A reading, research, or internship course designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Art

Robert Knott, Chairman
Visiting Professor Terisio Pignatti (Venice)
Associate Professor Robert Knott
Assistant Professor Brian Legakis
Lecturers David Bindman (London), Marvin S. Coats
Instructors Raymond Berry, Gary A. Cook,
Mauro Mercanti, Andrew W. Polk III

The department offers courses in the history of art and in the practice of

drawing, painting, printmaking, and sculpture. The program is designed to introduce students to the humanistic study of the visual arts. The courses are intended to increase the student's understanding of the meaning and purpose of the arts and their historical developments, their role in society, and their relationship to other humanistic disciplines. The work in the classroom and studio is designed to intensify the student's visual perception and to develop a facility in a variety of technical processes. A visiting artist program and varied exhibitions in the gallery of the Fine Arts Center supplement the regular academic program of the department.

The major in art requires forty credits. A student must concentrate in either art history or studio art, but takes courses in both areas.

Any student interested in majoring in art should consult the chairman of the department as soon as possible after entering the University.

Art History*

103. Introduction to the Visual Arts. (4) An introduction to the arts of various cultures and times, with discussions of technique, style, methodology, and terms. May be used to satisfy a requirement in Division I.

221. Idea and Form in Indian Art. (4) An examination of Indian ideas on the sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist, and Muslim art in India.

224. Oriental Art. (4) A survey of the architecture, painting, and sculpture of China and Japan from the prehistoric period to 1900.

225. Primitive Art. (4) A survey of the traditional arts of Africa south of the Sahara, Polynesia, New Guinea, Australia, pre-Columbian Central and South America, and North America.

227. Art of the Ancient Near East. (4) A survey of architecture, painting, and sculpture of Egypt, Mesopotamia, and Anatolia, with an introduction to prehistoric European art.

228. Egyptian Art. (4) The art and architecture of ancient Egypt from the predynastic period through Roman Egypt. *Usually offered in January.*

230. African Art. The traditional arts of Africa south of the Sahara.

231. American Art. A survey of American painting from 1600 to 1900.

233. American Architecture. (4) A survey of American architecture from 1600 to 1900, with emphasis on the eighteenth and early nineteenth centuries.

241. Ancient Art. (4) A survey of architecture, painting, and sculpture from the prehistoric through the late Roman periods.

242. Minoan and Mycenaean Art. (4) A survey of the architecture, painting, and sculpture of the Minoan and Mycenaean civilizations.

**Open to qualified freshmen and sophomores.*

244. Greek Art. (3) A survey of architecture, painting, and sculpture from the prehistoric through the Hellenistic periods.

245. Roman Art. (3) A survey of Etruscan and Roman architecture, painting, and sculpture.

246. Greek and Roman Architecture. (4) A survey of classical architecture, from the Archaic Greek through the late Roman period.

247. Myth and Legend in Classical Art. (4) A study of the major myths and legends in Greek and Roman painting and sculpture.

248. The Ancient City. (4) An architectural approach to the emergence of civilization and urbanism in the ancient world.

249. Myth and Legend in Classical Art and Literature. (4) An investigation of the myths and legends in ancient Greece and Italy, using examples of the art and literature of the period. Art or classics credit determined at registration. Not open to students who have taken Art 247 or Classics 251.

250. Twentieth Century American Art and Literature. (4) An exploration of the ideas, values, and feelings found in the art and literature of twentieth century figures such as Kandinsky, Stevens, Picasso, and Kafka.

252. Medieval Art. (4) A survey of painting and sculpture in Europe from 400 to 1400.

256. History of Books and Printing (2-4) An examination of the development of the book from the invention of printing to the present.

257. Printing on the Hand Press. (4) A study of the history of printing and books combined with the practical experience of learning the art and craft of printing. The objectives of the course are to provide a basis for the appreciation of fine printing and to allow the student an opportunity to learn the techniques of hand printing. *Offered in January.* P-Permission of the instructor.

267. European Art of the Early Renaissance. (4) A survey of painting and sculpture in Italy and Northern Europe from 1300 to 1500, including artists such as Giotto, Jan van Eyck, Roger van der Weyden, Botticelli, and Leonardo da Vinci.

268. European Renaissance Art of the Sixteenth Century. (4) A survey of painting and sculpture in Italy and Northern Europe from 1500 to 1600. P-Art 267 is recommended.

2712. Studies in French Art (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries. *Offered in Dijon.*

272. Baroque Art. (4) A survey of European painting and sculpture from 1600 to 1700.

281. Modern Art to 1900. (4) A survey of European painting and sculpture from 1700 to 1900, emphasizing the nineteenth century.

282. Modern Art after 1900. (4) A survey of European and American painting and sculpture from 1900 to the present. P-Art 281 is recommended.

283. Impressionism. (4) A detailed study of the French Impressionist painters, with some consideration of Impressionism in other art forms.

284. Contemporary American Art. (4) An intensive study of American painting and sculpture from 1950 to the present.

286. Studies in Twentieth Century Art: Myth in Modern Art. (3) An analysis of traditional Western and non-Western myths as expressed and interpreted by twentieth century artists.

***291. Individual Study.** (4) A course of independent study with faculty guidance.

***292. Individual Study.** (4) A course of independent study with faculty guidance.

294. Architecture Survey after 1700. (4) A survey of European and American architecture from 1700 to the present, emphasizing the twentieth century.

295. Studio Seminar. (2, 4) Offered by members of the faculty or visiting faculty on a topic of their choice and related studio activities. P-Permission of the instructor.

296. Art History Seminar. (4) Offered by members of the faculty on a topic of their choice. A paper is required. P-Permission of the instructor.

2320. English Art, Hogarth to the Present. (4) A survey of English painting, sculpture, and architecture in the Georgian, Victorian, and modern periods. Slide lectures, student reports, museum visits, and lectures. Taught by a special lecturer.

2693. Venetian Renaissance Art. (4) A survey of the art of the Venetian Renaissance, with slide lectures and museum visits.

Studio Art**

111. Introduction to Drawing and Design. (4) Introduction to the basic elements of two-dimensional and three-dimensional design, to include drawing, painting, and sculpture. Six class hours per week.

112. Introduction to Painting. (4) An introduction to painting fundamentals in a variety of contemporary styles in the oil or acrylic media. P-Art 111.

115. Introduction to Sculpture. (4) An introduction to basic sculptural styles and media, with emphasis on contemporary concepts. P-Art 111.

117. Introduction to Printmaking. (4) Concentrated introduction to one or more of the following areas of printmaking: lithography, intaglio, and silkscreen. P-Art 111.

211. Intermediate Drawing. (4) Continuation of Art 111, with concentrated emphasis on drawing fundamentals and idea development in realistic and abstract styles, emphasizing composition, value, line, and form. Six class hours per week. P-Art 111.

212. Intermediate Painting. (4) Continuation of Art 112, with concentrated emphasis on idea development. P-Art 112. May be repeated.

**Offered on a four-, eleven-, or fifteen-week basis.*

***Prerequisites may be waived with permission of the instructor.*

215. Intermediate Sculpture. (4) Continuation of Art 115, with emphasis on idea development. P-Art 115. May be repeated.

217. Intermediate Printmaking. (4) Continuation of Art 117, with emphasis on idea development. P-Art 117. May be repeated.

218. Figure Drawing. (4) Introduction to figure drawing.

219. Advanced Sculpture. (4) A course of individual study with faculty guidance. May be repeated. P-Art 215.

222. Advanced Painting. (4) A course of individual study with faculty guidance. May be repeated. P-Art 212.

223. Advanced Drawing. (4) A course of individual study with faculty guidance. May be repeated. P-Art 211.

229. Advanced Printmaking. (4) A course of individual study with faculty guidance. P-Art 217. May be repeated.

Asian Studies

Balkrishna Govind Gokhale, Director

The Asian Studies program, established in 1960 with financial assistance from the Mary Reynolds Babcock Foundation, is interdisciplinary in its nature and involves the cooperation and resouces of several departments in the humanities and social sciences. Its objectives are to broaden the traditional curriculum with the infusion of a systematic knowledge and understanding of the culture of Asia.

Asian Studies 211, 212. Asian Studies. (4, 4) Asian thought and civilization. Some dominant themes in Asian thought and their influence on Asian civilizations.

Art 221. Idea and Form in Indian Art. (4) An examination of Indian ideas on the sacred and profane as revealed in architectural and sculptural forms in Hindu, Buddhist, and Muslim art in India.

Chinese 111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system and to basic sentence patterns. Lab-one hour.

Hindi 111, 112. Elementary Hindi. (4, 4) Attention mainly to basic Hindi grammar, vocabulary building, simple composition, and conversation. Lab-one hour.

Hindi 153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab-one hour. P-Hindi 111, 112, or equivalent.

Hindi 211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab-one hour. P-Hindi 153.

History 341. Southeast Asia from 1511 to the Present (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference to economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

History 342. The Middle East from Suleiman the Magnificent to the Present. (4) Major subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

History 343. Imperial China. (4) Development of traditional institutions in Chinese society to 1644; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

History 344. Modern China. (4) The Manchu Dynasty and its response to the Western challenge, the 1911 Revolution, the warlord era and the rise of the Communists, Chinese Communist society, and the Cultural Revolution.

History 345, 346. History and Civilization of South Asia. (4, 4) An introduction to the history and civilization of South Asia, with emphasis on historical developments in the social, economic, and cultural life of the area.

History 347. India in Western Literatures. (4) A one-semester historical survey of images of India in Western literatures, with special reference to religious and philosophical ideas, art, polity, society, and culture.

History 349, 350. East Asia. (4, 4) An introduction to the social, cultural, and political development of China, Japan, and Korea. Fall, to 1600; spring, since 1600.

Politics 234. Government and Politics of East Asia. (4) An analysis of the political institutions and processes in China and Japan, with emphasis on the problems of modernization.

Politics 245. Government and Politics of South Asia. (4) A study of the governments of India, Pakistan, Nepal, and Ceylon; emphasis on politicial organizations, party structures, and subnational governmental systems.

Religion 360. Hinduism. (4) A study of the fundamental features of the Hindu tradition.

Religion 361. Buddhism. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

Biology

Gerald W. Esch, Chairman

Professors Charles M. Allen, Gerald W. Esch, Walter S. Flory, Raymond L. Wyatt
Associate Professors Ralph D. Amen, Veryl E. Becker, John F. Dimmick, Ronald V. Dimock Jr., Raymond E. Kuhn, James C. McDonald, A. Thomas Olive, Robert L. Sullivan, Mary Beth Thomas, Peter D. Weigl
Assistant Professors Herman E. Eure, Hugh C. Lane
Visiting Assistant Professor Sandra J. Newell
Adjunct Professor Stephen H. Richardson
Adjunct Associate Professor J. Whitfield Gibbons
Research Associates Frank M. Hatcher, Terry C. Hazen

At the end of the sophomore year a student electing to major in biology meets

with a major adviser to plan the course of study for the junior and senior years. The requirements for completion of the major are those in effect at the time of the conference, since the curriculum and departmental requirements may change slightly during the student's period of residence. All majors are required to take Biology 111, 150, 151, and 152. Co-major requirements are four full courses in the physical sciences.

For students declaring majors in the spring, the requirement for a major is a minimum of forty credits in biology. The forty credits must include at least six biology courses carrying five credits. A minimum grade average of C on all courses attempted in biology in the College is required for graduation with a major in biology. (Students declaring a major later than the spring should consult with a biology major adviser for the specific major requirements at that time.)

Prospective majors are strongly urged to take Chemistry 111-112 and Biology 111-150 in the freshman year. They are advised to take Biology 151 and Biology 152 in the sophomore year, as well as organic chemistry. Deviations from this pattern may necessitate summer work to fit the basic courses into an orderly sequence.

Advanced work in many areas of biology may require additional courses in mathematics, the physical sciences, and other areas of biology. The adviser calls these to the attention of the student, depending on individual needs. All 300-level biology courses presume a background equivalent to introductory and intermediate biology (that is, through Biology 152).

Highly qualified majors are invited by the department to apply for admission to the honors program in biology. To be graduated with the distinction "Honors in Biology," they must complete a research project under the direction of a staff member and pass a comprehensive oral examination.

The departments of mathematics and biology offer a joint major leading to a Bachelor of Science degree in mathematics-biology. This interdisciplinary program, which can include no more than fifty-six credits in mathematics and biology, affords the student an opportunity to apply mathematical methods to the development and analysis of biological systems. The major consists of the following course requirements: Mathematics 112, 155, 157, or 357; Biology 150, 151, 152; and seven additional courses (at least three in each department) chosen with the approval of the program advisers. Some courses in the physical sciences are recommended.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematics-Biology," they must complete a senior research paper and pass a comprehensive oral examination on the project. For additional information members of the departmental faculty should be consulted.

111. Biological Principles. (5) Fundamental principles and concepts in biology. Lab-three hours.

150. Organismic Biology. (5) Morphology and phylogeny of plants and animals. Lab-three hours. P-Biology 111 or by permission.

151. Cell Biology. (5) Molecular and cellular aspects of biology. Lab-three hours. P-Biology 111 and Chemistry 111-112 or by permission.

152. Population Biology. (4) Population and evolutionary aspects of biology. P-Biology 111 or by permission.

301, 302. Internship. (4, 4) Off-campus work/study in the public or private sector. A written research paper or report based on the experience is required. The student must have a supervisor on the job and a biology faculty member to sponsor the project. Only four credits per term permitted. Pass/Fail. Not to be counted toward major. *Offered in January.*

312. Genetics. (5) A study of principles of inheritance and their application to plants and animals, including man. Laboratory work in the methods of breeding some genetically important organisms and of compiling and presenting data. Lab-three hours.

314. Evolution. (4) Analysis of the theories, evidences, and mechanisms of evolution.

320. Chordates. (5) A study of chordate animals, with emphasis on comparative anatomy and phylogeny. Dissection of representative forms in the laboratory. Lab-four hours.

321. Parasitology. (5) A survey of protozoan, helminth, and arthropod parasites from the standpoint of morphology, taxonomy, life histories, and host/parasite relationships. Lab-three hours.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. May count as biology or psychology but not both; choice to be determined at registration.

324. Botany for Everyday Use. (4) A course to develop a knowledge and appreciation of common plants and plant products and plant handling. Not be taken for credit toward major. *Offered in January.*

325. Plant Anatomy. (5) A study of comparative anatomy of the vascular plants, with emphasis on phylogeny. Lab-four hours.

326. Microbiology. (5) A study of the more important groups of microorganisms, with emphasis on bacteria and their activities. Lab-four hours.

327. Nonvascular Plants. (5) An examination of representative nonvascular plants, with emphasis on morphology and phylogeny. Lab-four hours.

328. Vascular Plants. (5) A comparative survey of the vascular plants, with emphasis on structure, reproduction, classification, and phylogeny. Lab-four hours.

331. Invertebrates. (5) Systematic study of invertebrates, with emphasis on functional morphology, behavior, ecology, and phylogeny. Lab-three hours.

333. Vertebrates. (5) Systematic study of vertebrates, with emphasis on evolution, physiology, behavior, and ecology. Laboratory devoted to systematic, field, and experimental studies. Lab-four hours.

334. Entomology. (5) A study of insects, with emphasis on structure, development, taxonomy, and phylogeny. Lab-four hours.

338. Plant Taxonomy. (5) A study of the classification of seed plants, with emphasis on the comparative study of orders and families. Lab-four hours.

340. Ecology. (5) Interrelationships among living systems and their environments; structure and dynamics of major ecosystem types; contemporary problems in ecology. Lab-four hours.

341. Marine Biology. (5) An introduction to the physical, chemical, and biological parameters affecting the distribution of marine organisms. Lab-three hours.

342. Aquatic Ecology. (5) A course designed to cover the general principles and concepts of limnology and aquatic biology as they apply to lentic and lotic habitats. A major portion of the field study is centered at the Charles M. Allen Biological Station. Lab-three hours.

344. Population and Evolutionary Biology. (5) Readings and discussions of topics in evolutionary ecology, including population dynamics, life history strategies, competition, niche theory, resource partitioning and community structure, species diversity, and ecological successions. Lab-three hours.

347. Ecologic History of the Great Plains. (4) A consideration of the ecology of the Great Plains as it affected the Indian and Anglo cultures of the nineteenth century. Not to be counted toward major. *Offered in January.*

348. Quantitative Biology. (4) An introduction to statistical methods used by biologists, including descriptive statistics, hypothesis-testing, analysis of variance, and regression and correlation. Credit not given for both this course and Business 201, Mathematics 157, Sociology 380, or Anthropology 380.

351. Animal Physiology. (5) Nerve, muscle, and regulation physiology offered in even-numbered years; digestion, absorption, and transport in odd-numbered years. Lab-three hours.

352. Nutritional Physiology. (4) Deals with nutritional needs of college-age students and the areas where diets are usually deficient. Not to be counted toward major. *Offered in January.*

354. Endocrinology. (4) A course in vertebrate physiological endocrinology, with particular reference to phylogenesis and embryology, including a section on invertebrate endocrinology.

355. Developmental Physiology. (5) A functional study of the growth, development, and reproduction of selected organisms, with emphasis on the regulatory mechanisms of morphogenesis. Lab-three hours.

357. Cryptobiology. (5) An examination of common hypobiotic rest exhibited by living systems, including a consideration of quiescence, dormancy, diapause, hibernation, estivation, sleep, coma, and death. Designed to focus attention on hypobiotic states which border on senescence and death, to more clearly distinguish living from dead conditions. Various biological materials in a state of rest examined. Lab-three hours.

360. Development. (5) A study of development, including aspects of vertebrate, invertebrate, and other developmental systems, emphasizing the regulation of differentiation. Lab-four hours.

362. Immunology. (4) A study of the components and protective mechanisms of the immune system.

370. Biochemistry. (5) A lecture and laboratory course in biochemistry, including principles of biochemistry, chemical composition of living systems, intermediary metabolism, enzyme kinetics, biochemical techniques, and biochemical energetics. Lab-three hours.

372. Histology. (5) A study of the structure and function of cells, tissues, and organs, with laboratory for examination of prepared histological slides. Lab-three hours. P-Biology 151.

374. Microtechnique. (4) An introduction to the biological application of light and electron microscopy. Not to be taken for credit toward major. Lecture/lab-six hours. P-Biology 151 and permission of the instructor.

376. Icthyology. (5) A comparative study of structure/function, classification, and phylogeny of fish. Lab-three hours.

382. Human Heredity. (4) A study of the principles of heredity as applied to man. Emphasis on inheritance of both usual and aberrant human phenotypes. Either Biology 312 or Biology 382 may be taken for credit toward major, but not both. *Offered in January.*

391, 392. Special Problems in Biology. (2,2) Independent library and laboratory investigation carried out under the supervision of a member of the staff. Pass/Fail or for grade at discretion of the instructor. P-Permission of the instructor.

393, 394. Special Problems in Biology. (2, 2) Courses designed for students who wish to continue special problems beyond Biology 391 and 392. Pass/Fail optional. Not to be counted toward major. P-Permission of instructor.

395. Philosophy of Biology. (4) A seminar course dealing with the philosophical structure of the biological sciences, including an examination of major conceptual schemes and theoretical ideas unique to biology.

397. Seminar in Biology. (2-4) Consideration of major biological topics through intensive reading and discussions.

398. Scientific Communications. (3) An introduction to bibliographic and graphic methods, inluding microscopy, photography, scientific illustration and writing, and preparation of manusctipts. Open to juniors or by permission of the instructor.

Business and Accountancy

Delmer P. Hylton, Chairman
Professors Delmer P. Hylton, Jeanne Owen
Associate Professors Leon P. Cook Jr., Stephen Ewing, Thomas C. Taylor, Arun P. Dewasthali
Assistant Professor A. Sayeste Daser
Lecturer Glenn L. Clark Jr.
Instructors John B. Coullard, Olive S. Thomas

The major in business or in accountancy must take one course in mathematics and two semesters of principles of economics and before admission as a major must have a minimum grade point average of 2.0. A minimum grade point average of 2.0 on all work attempted in the Department of Business and Accountancy is required for graduation with a major in business or accountancy.

Business

The Bachelor of Science degree in business is offered for the student who anticipates a career in the business world. The curriculum is designed to equip the student with basic tools and knowledge which should enable him or her to perform adequately in the first position and to advance to more responsible positions in management.

For the major in business, a minimum of thirty-six credits earned in the department is required. Included in the major must be Accountancy 111 and 112; Business 201, 202, 211, 221, 231, 261; and one course from the following: Business 212, 222, 232, or 241. A minimum of twenty-eight credits in the major must be earned in the College.

Students with a grade point average of at least 3.0 on all college work and 3.3 on all work in business are invited to apply for admission to the honors program in business. A project, paper, or readings and/or an oral examination are required. Those who successfully complete the requirements specified by the department are graduated with the designation "Honors in Business." For additional information interested students should consult a member of the departmental faculty.

The departments of mathematics and business and accountancy offer a joint major leading to a Bachelor of Science degree in mathematics-business. This interdisciplinary program prepares students for careers in business with a strong background in mathematics. The major consists of the following course requirements: Mathematics 111, 112, 155, 157, and 256 or 355; Accounting 111, 112; Business 211, 221, 231; either Business 201 or Mathematics 357; either Business 202 or Mathematics 253; and two additional courses chosen from Accounting 252, 278, Business 281, Mathematics 121, 348, 353, 381, or specially designed January courses.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematics-Business," they must complete a senior research paper and pass a

comprehensive oral examination on the project. For additional information interested students should consult a member of the departmental faculty.

170. Survey of Data Processing. (4) A management-oriented presentation of vocabulary, concepts, and trends in information systems. Effective management of EDP systems and current research in the field are examined. P-Accountancy 112.

201. Quantitative Methods I. (4) Techniques of analysis of numerical data, including descriptive statistics, linear correlation and regression, statistical estimation, and hypothesis-testing. P-Mathematics 157.

202. Quantitative Methods II. (4) Decision theory emphasizing the combined use of information from historical data, subjective judgments, and sampling results in business decision-making. Nonparametric statistics and linear programming models included. P-Business 201.

211. Organization and Management. (4) The study of the basic management function, principles, concepts, and practices in the operation of a modern business organization. P-Junior standing.

212. Advanced Management. (4) A study of the techniques of decision-making using case analyses, problem-solving, and report-writing procedures based on extensive readings. P-Business 211.

221. Principles of Marketing. (4) Survey of marketing structures, concepts, and motivation of current marketing environment. Study of managerial decisions necessary in the distribution of industrial and consumer goods. P-Economics 152.

222. Advanced Marketing. (4) A study of marketing management's generation and use of explanatory and predictive data concerning consumer market behavior. P-Business 201 and 221.

223. International Marketing. (4) An analysis of the nature, organization, and methods of marketing at the international level, including the functions and problems of international trade centers and involving a visit to a trade center. *Usually offered in January.* P-Business 221 and permission of the instructor.

231. Financial Management. (4) Analysis of financial decision-making at the level of the individual business enterprise. P-Accountancy 112.

232. Advanced Financial Management. (4) Management decision-making applied to the financial function, including credit, investment, and related problems. P-Business 201 and 231.

235. Personal Finance. (4) A study of methods for achieving goals related to individual financial problems. Not to be counted toward major. P-Permission of the instructor.

241. Labor Policy. (4) A study of selected topics in labor management relations from the view of labor, management, and the public.

261. Legal Environment of Business. (4) A study of the legal environment within which business decisions must be made.

281. Reading and Research. (2, 3, or 4) An advanced course devoted to individual reading and research in business. P-Permission of the instructor.

Accountancy

The Bachelor of Science degree in accountancy is offered to those students who expect to pursue a career in the accounting profession. The curriculum is designed to equip the student for staff and managerial positions in public accounting and industrial accounting and similar positions in non-profit institutions. A student who completes the degree in accountancy is eligible to sit for the CPA examination in North Carolina.

The major in accountancy requires a minimum of fifty-two credits earned in the department. Required courses are Accountancy 111, 112, 151, 152, 252, 261, 271, and 273, and Business 201, 231, and 261. A minimum of forty-one credits in the major must be earned in the College.

Students with a grade point average of at least 3.0 on all college work and 3.3 on all work in accountancy are invited to apply for admission to the honors program in accountancy. A project, paper, or readings and/or an oral exam are required. Those who successfully complete the requirements specified by the department are graduated with the designation "Honors in Accountancy." For additional information interested students should consult a member of the departmental faculty.

111. Accounting Principles I. (5) The basic accounting process and underlying principles pertaining to the preparation and interpretation of published financial statements.

112. Accounting Principles II. (4) A continuation of Accountancy 111 and an emphasis on managerial accounting. P-Accountancy 111.

151. Intermediate Accounting. (4) A detailed analysis of theory and related problems for typical accounts on published financial statements. P-Accountancy 112.

152. Intermediate Accounting. (4) A continuation of Accountancy 151. P-Accountancy 151.

201. Business Law. (4) A study of the Uniform Commercial Code. Open only to senior majors. P-Business 261.

252. Cost Accounting. (4) An in-depth study of management accounting, including budgeting, product-costing, cost allocation, standard costs, transfer-pricing, differential analysis, and cost-behavior analysis. P-Accountancy 112.

253. Accounting Information Systems. (4) A study of functions performed by an adequate information system and methods and procedures necessary to supply useful data, oriented toward computerized data processing. P-Accountancy 252.

254. Accounting in the Non-for-Profit Sector. (3 or 4) An examination of accounting theory and practice in governmental and eleemosynary organizations, including an examination of national income accounting. P-Accountancy 151.

261. Advanced Accounting Problems. (4) A study of the more complex problems found in business operations, business combinations, reorganizations, and dissolution. P-Accountancy 152.

271. Income Tax Accounting. (5) Accounting for purposes of complying with the

Internal Revenue Code. Preparation of personal and business tax returns. P-Accountancy 152.

273. Auditing. (4) Designed to familiarize the student with the CPA profession, with particular emphasis on the attest-function. P-Accountancy 152 and 252.

275. CPA Review. (4) An intensive study of CPA-type problems found on the accounting practice and accounting theory sections of the CPA exam. P-Accountancy 252 and 261.

278. Reading and Research. (2, 3, or 4) Directed study in specialized areas of accountancy. P-Permission of the instructor.

Chemistry

H. Wallace Baird, Chairman

Professors H. Wallace Baird, Phillip J. Hamrick Jr., Harry B. Miller, John W. Nowell

Associate Professors Paul M. Gross Jr., Roger A. Hegstrom, Ronald E. Noftle

Assistant Professors Willie L. Hinze, W. Douglas Hounshell, Charles F. Jackels, Susan C. Jackels, Michael J. Thomas

The Bachelor of Arts degree in chemistry must include Chemistry 111-112 or 118, 221-222, 341, 342, 361; mathematics through Mathematics 111; and Physics 111-112 or its equivalent. Mathematics 112 should be taken before Chemistry 341.

The Bachelor of Science degree in chemistry must include Chemistry 111-112 or 118, 221-222, 334, 341-342, 361, 371, 391, or 392; mathematics through Mathematics 112; and Physics 121-122 or 111-112. Other courses which are strongly recommended for the B.S. degree candidate are Mathematics 113, 121, and 251 and Physics 161-162.

Majors are required to complete on a letter grade basis the related physics and mathematics courses, both those which are required and those which are strongly recommended. Unless otherwise stated, all chemistry courses are open to chemistry majors only on a letter grade basis.

An average of C in the first two years of chemistry is required of students who elect to major in the department. Admission to any class is contingent upon satisfactory grades in prerequisite courses, and registration for advanced courses must be approved by the department. Candidates for either the B.A. or B.S. degree with a major in chemistry must have a C average in their required chemistry courses numbered 200 or above.

The department is on the list of departments certified by the American Chemical Society.

Qualified majors are considered for honors in chemistry. To be graduated with the designation "Honors in Chemistry," a student must complete satisfactorily Chemistry 391-392 or an independent study project approved by the department and an examination covering primarily the independent study project. For additional information members of the departmental faculty should be consulted.

Prospective majors are urged to take Chemistry 111-112 in the freshman year. For B.S. majors the following schedule of chemistry and closely related courses is recommended:

Freshman	*Sophomore*	*Junior*	*Senior*
Chemistry 111-112	Chemistry 221-222	Chemistry 341-342	Chemistry 361
Mathematics 111-112	Mathematics 113-121	Chemistry 334	Chemistry 371
	Physics 121-122	Physics 161-162	Chemistry 391 or 392
		Mathematics 251	

111, 112. College Chemistry. (5, 5) Fundamental chemical principles. Laboratory covers basic quantitative analysis. Lab-three hours.

118. Principles of Chemistry. (5) Fundamental chemical principles, with emphasis on structural concepts. Laboratory work on basic quantitative analysis. Lab-four hours. P-Chemistry 111 or permission of the instructor.

221-222. Organic Chemistry. (5, 5) Principles and reactions of organic chemistry. Lab-four hours. P-Chemistry 112 or 118.

323. Organic Analysis. (4 or 5) The systematic identification of organic compounds. Lab-four hours. P-Chemistry 222.

324. Chemical Synthesis. (2 or 4) A library, conference, and laboratory course. Lab-four or eight hours. P-Chemistry 222.

334. Chemical Analysis. (4 or 5) Theoretical and practical applications of modern methods of chemical analysis. Lab-four hours. C-Chemistry 341.

341, 342. Physical Chemistry. (5, 5) Fundamentals of physical chemistry. Lab-four hours. P-Chemistry 112 or 118, Mathematics 111, Physics 111-112 or 121-122.

361. Inorganic Chemistry. (5) Principles and reactions of inorganic chemistry. Lab-four hours. P-Chemistry 341.

362. Inorganic Chemistry. (4) Continuation of principles of inorganic chemistry with practical applications to inorganic systems. P-Chemistry 361.

371. Introductory Quantum Chemistry. (4) Introduction to the quantum theory and its application to chemical systems. P-Chemistry 342 or permission of the instructor.

381, 382. Chemistry Seminar. (0, 0) Discussions of contemporary research. Attendance required of B.S. chemistry majors in the junior and senior years.

391, 392. Individual Study. (2, 2) Library, conference, and independent study. Lab-six hours.

Classical Languages

Robert W. Ulery Jr., Chairman
Professor Carl V. Harris
Associate Professors John L. Andronica, Robert W. Ulery Jr.
Visiting Assistant Professor Laura M. Stone
Instructor Alice H. Zigelis

The Department of Classical Languages offers three majors: Greek, Latin, and classical studies.

A major in Greek requires forty credits in the department. Thirty-two of these credits must be in the Greek language. Classics 270 is also a requirement.

For those who begin Latin with Latin 111 or 113, a major requires thirty-six credits in the department beyond the elementary level (111-112 or 113). Twenty-eight of these credits must be in the Latin language. For those who begin in the College with Latin 153, a major requires thirty-six credits in the department. Twenty-eight of these credits must be in the Latin language. For those who begin with a 200-level course in the College, a major requires thirty-two credits in the department. Twenty-four of these credits must be in the Latin language.

A major in classical studies requires fifty-six credits. A minimum of thirty-six credits of course work must be taken in the department. A maximum of forty-eight credits in the department may be exceeded only if a student undertakes course work in both Latin and Greek. The student must take a minimum of two courses at the 200-level in either Greek or Latin and the following: Art 241 *(Ancient Art)*, Classics 265 *(Greek Literature)*, Classics 272 *(Latin Literature)*, Classics 270 *(Greek Civilization)*, and Classics 271 *(Roman Civilization)*.

A maximum of sixteen credits may be taken in the following: Art 227 *(Art of the Ancient Near East)*, 252 *(Medieval Art)*, 242 *(Minoan and Mycenaean Art)*, 244 *(Greek Art)*, 245 *(Roman Art)*, 246 *(Greek and Roman Architecture)*; History 215, 216 *(The Ancient World)*; Philosophy 201 *(Ancient and Medieval Philosophy)*, 230 *(Plato)*, 231 *(Aristotle)*; Religion 317 *(The Ancient Near East)*, 363 *(Hellenistic Religions)*; Hebrew 111-112, 153, 211. Other courses may be allowed with the permission of the department.

The requirements for certification to teach Latin in high school are the same as the requirements for a major in Latin. A major in classical studies serves as an appropriate part of the program of studies required for certification to teach Latin in high school. A student wishing to secure this certification should confer with the chairman of the department.

Highly qualified majors are invited by the department to apply for admission to the honors program in Latin, Greek, or classical studies. To be graduated with the designation "Honors in Latin," "Honors in Greek," or "Honors in Classical Studies," they must complete an honors research project and pass a comprehensive oral examination. For honors in Latin or Greek, at least two of the courses counted toward the major must be seminar courses; for honors in classical studies, at least one seminar course in Latin or Greek is required. For additional information members of the departmental faculty should be consulted.

Greek

101. Intensive Introduction to Classical Greek. (4) Greek grammar; an introduction to the reading of Greek, designed especially for those who have no knowledge of Greek and who are not contemplating further formal study of the Greek language.

111, 112. Elementary Greek. (5, 5) Greek grammar; selections from Greek prose writers and poets.

153. Intermediate Greek. (4) Grammar and Xenophon's *Anabasis*. Thorough drill in syntax.

211. Plato. (4) Selections from the dialogues of Plato.

212. Homer. (4) Selections from the *Iliad* and the *Odyssey*.

221, 222. Selected Readings. (3, 3) Intensive reading courses designed to meet individual needs and interests.

231. The Greek New Testament. (4) Selections from the Greek New Testament.

241. Greek Tragedy. (3) Euripides' *Medea*. This course includes a study of the origin and history of Greek tragedy, with collateral reading of selected tragedies in translation. Seminar.

242. Greek Comedy. (3) Aristophanes' *Clouds*. This course includes a study of the origin and history of Greek comedy, with collateral reading of selected comedies in translation. Seminar.

291-292. Honors in Greek. (2, 2) Directed research for honors paper.

Latin

111, 112. Elementary Latin. (4, 4) Introduction to Latin grammar.

113. Elementary Latin. (5) Introduction to Latin grammar. Covers material of Latin 111 and 112 in one semester. Not open to students who have had Latin 111 or 112.

125. Medieval Latin. (4) An introduction to the literary language of Western Europe, A.D. 300-1300; reading and discussion of the literature in the original and in English.

153. Intermediate Latin. (5) Grammar review and selected readings.

211. Vergil. (4) Intensive readings from the *Aeneid*, with emphasis on literary values.

212. Roman Historians. (4) A reading of the works of Sallust and Livy, with attention to historical milieu and the norms of ancient historiography.

216. Roman Lyric Poetry. (4) An interpretation and evaluation of lyric poetry through readings from a wide variety of the poems of Catullus and Horace.

221. Tacitus. (4) A reading and critical analysis of the works of Tacitus.

225. Roman Epistolography. (4) Selected readings from the correspondence of Cicero and Pliny the Younger and the literary epistles of Horace and Ovid.

226. Roman Comedy. (4) Reading of selected comedies of Plautus and Terence, with a study of literary values and dramatic techniques.

241. Satire I. (3) Selected readings from Lucilius, Horace, and Juvenal. Attention given to the origin and development of the genre. Seminar.

242. Satire II. (3) Readings from Petronius and the *Ludus de Morte Claudii*. Seminar.

243. Latin Readings. (3) A course designed to meet individual needs and interests.

250. Prose Composition. (2)

261. Lucretius. (3) Readings from the *De Rerum Natura*, with attention to literary values and philosophical import. Seminar.

262. Cicero. (3) Readings from Cicero's philosophical essays, with a survey of Greek philosophical antecedents.

265. The Elegiac Poets. (3) Readings of Tibullus, Propertius, and Ovid, with study of the elegiac tradition. Seminar.

291-292. Honors in Latin. (2, 2) Directed research for honors paper.

Classics

220. Greek and Latin in Current Use. (3) A systematic study of Greek and Latin loan words, roots, prefixes, and suffixes as elements of English and specialized vocabularies (e.g., scientific and legal).

249. Myth and Legend in Classical Art and Literature. (4) An investigation of the myths and legends of ancient Greece and Italy, using examples from the art and literature of the period. Art or classics credit determined at registration. Not open to students who have taken Art 247 or Classics 251.

251. Classical Mythology. (4) A study of the most important myths of the Greeks and Romans. Many of the myths are studied in their literary context. A knowledge of the Greek and Latin languages is *not* required.

252. Women in Antiquity. (3-4) The course explores the place of women in Greek and Roman society, men's views of them, their views of themselves, and their contributions to society, through primary source readings from the ancient authors. A knowledge of the Greek and Latin languages is *not* required.

253. Greek Epic Poetry. (4) Oral epic poetry, with primary emphasis on the *Iliad* and the *Odyssey* of Homer and the later development of the genre. A knowledge of the Greek language is *not* required.

254. Roman Epic Poetry. (4) A study of the Latin treatment and development of the literary form, with emphasis on Lucretius, Vergil, Ovid, and Lucan. A knowledge of the Latin language is *not* required.

263. Tragic Drama. (4) A study of the origins and development of Greek tragedy and its influence on Roman writers, with readings from Aeschylus, Sophocles, and Euripides. A knowledge of the Greek and Latin languages is *not* required.

264. Greek and Roman Comedy. (4) Representative works of Aristophanes, Menander, Plautus, and Terence, with attention to the origins and development of comedy. A knowledge of the Greek and Latin languages is *not* required.

265. A Survey of Greek Literature. (4) A study of selections from Greek literature in English translation. A knowledge of the Greek language is *not* required.

270. Greek Civilization. (3) Lectures and collateral reading upon those phases of Greek civilization which have particular significance for the modern world. A knowledge of the Greek language is *not* required.

271. Roman Civilization. (3) Lectures and collateral reading upon the general subject of Rome's contributions to the modern world. A knowledge of the Latin language is *not* required.

272. A Survey of Latin Literature. (4) A study of selections from Latin literature in English translation. A knowledge of the Latin language is *not* required.

275. Ancient and Modern Rome. (4) Students trace the growth of Rome and Roman civilization, primarily through excursions to important archeological sites, visits to museums, lectures, and parallel readings. *Usually offered in January.*

276. Ancient and Modern Greece. (4) A guided tour of the museums and archeological sites of ancient Greece in their Byzantine and modern contexts, supplemented by lectures on Greek and Cretan/Minoan civilization. *Usually offered in January.*

288. Individual Study. (2-4)

291-292. Honors in Classical Studies. (2, 2) Directed research for honors paper.

Economics

J. Van Wagstaff, Chairman
Professor J. Van Wagstaff
Associate Professors Donald E. Frey, John C. Moorhouse
Visiting Assistant Professor S. Hugh High
Instructors Thomas M. Beveridge, Claire H. Hammond, J. Daniel Hammond

The objectives of the economics program are to help prepare students for effective participation in the decison-making processes of society, to develop analytical skills in solving economic problems, to promote a better understanding of alternative economic systems, and to provide a balanced curriculum to prepare students for graduate study or positions in industry and government.

The major in economics requires a minimum of thirty-six credits in economics, including Economics 151, 152, 201, and 202.* The department recommends that majors take Mathematics 111, either to fulfill the Division II requirement or as an elective.

The remaining courses for a major in economics and courses in related fields are selected by the student and the adviser. A minimum grade average of C on all courses attempted in economics is required for graduation.

Highly qualified majors are invited by the department to apply for admission to the honors program in economics. To be graduated with the designation "Honors in Economics," they must complete a satisfactory economics research project, pass a comprehensive oral examination on the project, and complete Economics 281 or 287 and Economics 288. For additional information members of the departmental faculty should be consulted.

The departments of mathematics and economics offer a joint major leading to a Bachelor of Science degree in mathematical economics. This interdisciplinary program, consisting of no more than fifty-six credits, affords the student an opportunity to apply mathematical methods to the development of economic

**Economics 111 satisfies the requirement for Economics 151 and 152 by permission of the department.*

theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151, 152, 201, 202, 203; a joint seminar in mathematical economics; and three additional courses chosen with approval of the program advisers. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics.

Highly qualified majors may be invited to apply for admission to the honors program in the joint major. To be graduated with the designation "Honors in Mathematical Economics," they must complete a senior research paper and pass a comprehensive oral examination on the subject. For additional information members of the departmental faculty should be consulted.

111. Introduction to Economic Analysis. (5) A one-semester survey of the discipline. Elementary supply and demand analysis is considered, in addition to more general topics involving the formation of national economic policy. Credit is not granted for this course and Economics 151 or 152.

151. Principles of Economics. (4) A study of individual economic units in a market economy, with some attention to monopoly, labor unions, and poverty.

152. Principles of Economics. (4) Attention is focused on the functioning of the economy as a whole, with particular reference to employment, inflation, economic growth, and policy. P-Economics 151.

170. Public Choice. (4) Traditional tools of economic analysis are employed to explore such topics in political science as political organization, elections, coalition formation, the optimal provision of public goods, and the scope of government. *Usually offered in January.* P-Economics 151-152.

172. International Finance. (4) A study of financial market behavior and exchange rate fluctuations in the financial capitals of Europe. *Usually offered in January.* P-Economics 111 or 151-152.

188. Individual Study. (4) A student-initiated project involving reading and research. *Usually offered in January.* P-Economics 111 or 151-152 and permission of the department.

201. Microeconomic Theory. (4) Develops the theory of consumer behavior and the theory of the firm, with emphasis on price and output determination under various market conditions. P-Economics 151, 152.

202. Macroeconomic Theory. (4) A study of Keynesian and post-Keynesian theories about the determination of the level of national income, employment, and economic growth. P-Economics 151, 152.

203. Introduction to Econometrics. (5) Economic analysis through quantitative methods, with emphasis on model construction and empirical research.

204. Economic Indicators. (2) The theory, construction, and interpretation of significant quantitative indicators of economic behavior, such as the unemployment rate and the various price indices. P-Economics 151, 152.

205. Seminar in Mathematical Economics. (3) Calculus and matrix methods used

to develop basic tools of economic analysis. P-Mathematics 111-112 and Economics 151-152.

221. Public Finance. (4) An examination of the economic behavior of government. Includes principles of taxation, spending, borrowing, and debt-management. P-Economics 151, 152.

222. Monetary Theory and Policy. (3) A rigorous development of the theory of supply and demand for money, plus the interrelationship among prices, interest rates, and aggregate output. P-Economics 151, 152.

242. Labor Economics. (4) Economic analysis of wages and hours, employment, wage and job discrimination, investment in education, and unions. P-Economics 151, 152.

244. Industrial Organization. (3, 4) An analysis of market structure, with particular reference to organization practices, price formation, efficiency, and public regulation. P-Economics 151, 152.

251. International Economics. (4) A study of international trade theory, balance of payments, foreign exchange, trade restrictions, and commercial policies. P-Economics 151, 152.

252. Economic Growth and Development. (3, 4) A study of the problems of economic growth, with particular attention to the less developed countries of the world. P-Economics 151, 152.

255. Comparative Economic Systems. (3, 4) An objective examination of the theory and practices of various economic systems, including capitalism, socialism, and communism. P-Economics 151, 152.

256. Urban Economics. (4) Application of economic theory to suburbanization, land values, urban decay, zoning, location decisions of firms and households, and metropolitan fiscal problems. P-Economics 151, 152.

261. American Economic Development. (4) The application of economic theory to historical problems and issues in the American economy. P-Economics 151, 152.

262. History of Economic Thought. (4) An historical survey of the main developments in economic thought from the Biblical period to the twentieth century. P-Economics 151, 152.

281, 282. Contemporary Economic Problems. (2, 2) An economic analysis of current issues, with emphasis on contributions of economic theory to policy formation. Courses are taught sequentially during one semester. The student may take either one or both courses. P-Permission of the instructor.

287. Senior Readings. (3, 4) A student/faculty seminar in which selected publications are analyzed and discussed. P-Permission of the instructor.

288. Economic Research. (4)

Education

Joseph O. Milner, Chairman
Professors Thomas M. Elmore, John E. Parker Jr., Herman J. Preseren
Associate Professors John H. Litcher, J. Don Reeves
Assistant Professors Patricia M. Cunningham, Joseph O. Milner, Linda Nielsen, Leonard P. Roberge
Visiting Lecturers Joseph Dodson, Richard I. Tirrell
Instructor Virginia Z. Keller

Teacher education students ordinarily major in the academic areas in which they plan to teach. Those students who wish to earn intermediate, science, or social studies certification major in education. Primary certification can also be earned by those intermediate majors who wish to extend their range of teaching certification.

The University recognizes that the educational profession is important to society and that the welfare of mankind is largely determined by the quality of its educational leadership. One of the major objectives of the University has been and continues to be the preparation of teachers and other professional school personnel. The University is committed to quality in teacher education, as evinced by selective admission to the program, a wide range of approved courses of professional instruction, and closely supervised practicum suitable to the professional needs of students.

In addition to the professional program, the department provides elective courses open to all students. Such courses supplement the work of other departments and provide generally for the liberal education of students.

Teacher Certification. The North Carolina State Department of Public Instruction issues the Professional Class A teacher's certificate to graduates who have completed an approved program, including the specified courses in their teaching field(s) and the prescribed courses in education, who have demonstrated specific competencies, and who receive recommendations from the designated official(s) of their teaching area(s) and from the chairman of the department or a deputy.

Special students (those not having completed prior to graduation an approved certification program from this or another institution) are required to secure from the department an analysis of their deficiencies and a plan for completing the Class A certificate.

Certification requirements for other states should be secured from the department for assistance in planning a program to meet the certification requirements of those states.

Admission Requirements. Admission to the teacher education program normally occurs during the sophomore year. Admission involves filing an official application with the department, being screened by faculty committees, and being officially approved by the department.

Course Requirements. The approved program of teacher education requires candidates to complete successfully a series of professional education courses. Psychology 151 and Speech Communication 151 are recommended electives. The exact sequence of professional and academic courses varies with a student's particular program and is determined in conference with the candidate. In most

cases, the majority of the professional work in the teacher education program is taken during one semester of the senior year. Candidates for the intermediate certificate may begin course work required for certification as early as the sophomore year. A cooperative agreement with Salem College provides education majors an opportunity to be certified in learning disabilities or in primary grades.

While enrolled in the block semester, students are not allowed to take courses that would interfere with assigned student teaching during the regular public school day (generally 8:00 a.m. to 3:45 p.m.), or to take more than one course occurring outside the regular school day.

Student Teaching. Prerequisites for registering for student teaching include (1) senior or graduate standing or classification as a graduate-level special student; (2) completion of course(s) in the foundations of education and either Education 202 or 203; (3) an average of at least C on all courses taken in the College; (4) a grade average of at least C on all courses taken in the area of certification or, in case of two or more fields of certification, *in each* of the areas; (5) approval for admission to the teacher education program; (6) approval by the director of undergraduate teacher education or the director of intermediate education.

Students are assigned to student teaching opportunities by public school officials on the basis of available positions and the professional needs of the student and the public school system. (The University does not assume the responsibility for transportation to schools during student teaching.)

Teaching Area Requirements

English—Thirty-six credits, including four credits from courses numbered 160-175; at least sixteen credits from courses numbered 300-399; 323; 390.

French—Thirty-six credits, including French 153, 216 or 217, 219, 221, 224, or their equivalents; at least eight credits in French literature beyond 217.

Spanish—Thirty-six credits, including Spanish 153, 215 or 216, 217, 221, 223, 224, or their equivalents; eight credits from 225, 226, 227; at least four additional credits in literature.

French and Spanish—Fifty-six credits, including French 153x, 216, 217, 221, 222, and 224, plus Spanish 153x; either 215 or 216; 219; 221; either 223 or 224; and eight credits from 225, 226, 227, or their equivalents.

German—Thirty-two credits, including German 153, 211, 212; eight credits from German 217, 218, 219, 220; at least twelve credits in German literature beyond 212.

Latin—The requirements are the same as those for the major in Latin.

Intermediate Education—Forty-two credits, including appropriate basic and divisional course requirements; eight credits in language arts; eight credits in social studies; eight credits in science; eight credits in mathematics; four credits in music; four credits in humanities; two credits in physical education. Remaining certification requirements are obtained through intermediate education courses and an academic concentration in one of the teaching areas of the intermediate grades.

Mathematics—Forty credits, including Mathematics 111, 112, 113, 121, 221, 231, 332; at least eight credits from other 300-level courses.

Music—Forty-eight credits, including Music 171-174, 181-184, 185, 186, 187, 188, Education 280, 282, 284, 291.
Physical Education and Health—Forty-three credits, including Physical Education 220, 221, 222, 224, 230, 240, 250, 353, 357, 360, 363; Biology 111 and 150.
Science—Ten credits each in biology, chemistry, and physics; eight credits in mathematics; additional work in the area of concentration: biology (twenty credits), chemistry (twenty credits), or physics (seventeen credits). For certification in the individual fields of science, the following are required: biology (thirty credits), chemistry (thirty credits), or physics (twenty-seven credits).
Social Studies—Forty-eight credits, including twenty-four credits in history, with at least six to eight credits in United States history and six to eight credits in world (European) history; twenty credits from politics, sociology, anthropology, or economics, with no more than eight credits in any one area; and four credits in geography. For certification in the individual fields of the social studies, the following are required: economics (twenty-four credits), politics (twenty-four credits), history (twenty-four credits, with at least six to eight credits in United States history and six to eight credits in world [European] history), and sociology (twenty-four credits).
Speech Communication—Forty-four credits, including Speech Communication 121, 151 or 152, 153, 155 or 376, 161, 231, 252 or S355, 261, and 241 or 245 or 283-284, and two 300-level speech communication electives.
Theatre Arts—Forty to forty-two credits, including Speech Communication 121, 151, 223, 231, 226, 227, 283-284, 332 or S324, and 327 or 328; English 329 or 323 or 369; Physical Education 162.
Speech and Theatre—fifty credits, including Speech Communication 121 or 241 or 245, 151 or 152, 153, 155 or 376, 161 or 227, 231, 223, 226, 252 or S355, 261, 283-284, 321-322.

Education courses required for a secondary or special subject certificate are Education 201 or both 303 and 304, 202 or 203, 211, 214, 251, and 291. Education courses required for an intermediate certificate are Education 201, 202 or 203, 211, 221, 222, 223, 251, 271 or 272, 293, 295, 296, 313, and 383.

201. Foundations of Education. (4) Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems.

202 or 203. School Practicum. (2) Assigned experiences in elementary and secondary schools. Weekly seminar. Pass/Fail only.

211. Educational Psychology. (4) The theories, processes, and conditions of effective teaching/learning. P-Education 201 or permission of the instructor.

214. The School and Teaching. (4) Organization of the school system; bases of education; the curriculum; major problems of education and teaching; the role of the teacher; psychological aspects of teaching. P-Education 201 and permission of the instructor.

221. Children's Literature and Reading. (5) A survey of the types of literature appropriate for the intermediate grades and an investigation of the basic problems in reading.

?22. The Arts in the Intermediate Grades. (4) The development of skills in music and fine arts appropriate to the intermediate grades.

?23. Health and Physical Education for the Intermediate Grades. (4) The development of physical education skills appropriate for the intermediate grade teacher and an understanding of the personal and community health needs appropriate for the grade level.

?51. Student Teaching. (6) Observation and experience in school-related activities. Supervised student teaching. Pass/Fail only. P-Education 201 and permission of the instructor.

?71. Introduction to Geography. (4) A study of the physical environment and its relationship to man, including an examination of climate, vegetation, soils, water resources, and land forms found in various regions throughout the world.

?72. Geography Study Tour. (4) A guided tour of selected areas to study physical, economic, and cultural environments and their influence on man. Background references for reading are suggested prior to the tour.

?80. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P-Music 174/184.

?82. Conducting. (4) A study of choral and instrumental conducting techniques, including practical experience with ensembles. *Offered in alternate years.* P-Music 174/184.

?84. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P-Music 174/184 and permission of the instructor.

?91. Methods and Materials. (4) Methods, materials, and techniques used in teaching the various subjects. P-Education 201 and permission of the instructor.
Teaching of English. Fall.
Teaching of Foreign Language. Spring.
Teaching of Mathematics. Spring.
Teaching of Music. Fall.
Teaching of Physical Education and Health. Spring.
Teaching of Science. Fall.
Teaching of Social Studies. Fall.
Teaching of Speech Communication. Spring.
Teaching of Theatre Arts. Fall.

?93. Intermediate School Curriculum: Theory and Practice. (3) General principles of curriculum construction and teaching methods. Introduction to the use of audiovisual materials and equipment.

?95. Methods and Materials for Teaching Language Arts and Social Studies. (4) A survey of the basic materials, methods, and techniques of teaching the language arts and social studies in the intermediate grades. P-Permission of the instructor.

?96. Methods and Materials for Teaching Science and Mathematics. (4) A survey

of the basic materials, methods, and techniques of teaching science and mathematics in the intermediate grades. P-Permission of the instructor.

301. Audiovisual Education. (4) Introduction to the field of audiovisual educatio development and application of skills in the use of instructional materi equipment, and programs.

302. Production of Instructional Materials. (4) Methods of producing instructiona materials and other technological techniques. P-Education 301.

303. History of Western Education. (4) Educational theory and practice fro ancient times through the modern period, including American education.

304. Theories of Education. (4) Contemporary proposals for educational theo and practice studied in the context of social issues.

306. Studies in the History and Philosophy of Education. (4) A study of selecte historical eras, influential thinkers, or crucial problems in education. Topi announced annually.

313. Human Growth and Development. (4) A study of the intellectual, emotiona and physical components of growth from birth to adolescence, with special concer for the educational implications of this process.

323. Educational Statistics. (4) Descriptive, inferential, and nonparametr statistical procedures involved in educational research. Not open to students wh have taken Psychology 211 and 212. P-Permission of the instructor.

341. Principles of Counseling and Guidance. (4) Counseling history, philosophy theory, procedure, and process. Therapeutic and developmental counselin approaches in guidance and personnel work in education, business, and communi service agencies.

383. Reading in the Content Areas. (2) The course provides an introduction t teaching the basic reading skills at the intermediate and secondary leve vocabulary, comprehension, reading rate, selection of texts, and critical an interpretive reading. Particularly stressed are diagnoses of reading problems an techniques for correcting these problems in specific subject content areas.

391. Teaching the Gifted. (4) An investigation of theory and practice pertinent t teachers of the gifted.

393. Individual Study (2, 4) A project in an area of study not otherwise available the Department of Education. Permitted upon departmental approval of petitio presented by a qualified student.

English

Robert N. Shorter, Chairman
Professors John A. Carter Jr., Thomas F. Gossett, Alonzo W. Kenion, Elizabeth Phillips, Lee Harris Potter, Robert N. Shorter, Edwin Graves Wilson
Associate Professors Doyle R. Fosso, W. Dillon Johnston, Robert W. Lovett, Beulah L. Raynor
Assistant Professors Nancy J. Cotton, Andrew V. Ettin, R. Edward Lobb, William M. Moss, Blanche C. Speer
Visiting Assistant Professors Laura P. Rice-Sayre, Henry M. Sayre
Lecturers Dolly A. McPherson, Bynum G. Shaw
Visiting Lecturer Jay Meek
ıstructors Patricia Adams Johnson, Susan G. Shillinglaw, William A. Wilson

The major in English requires a minimum of forty credits, at least thirty-two of hich must be in advanced language and literature courses numbered 300 to 399. hese courses must include Shakespeare, two additional courses in British terature before 1800, one course in American literature, and, early in the major, ne seminar. Majors and their advisers plan individual programs to meet these equirements and include work in the major literary types.

The prerequisite for all 300-level courses in English is any one of the courses in ritish and American literature numbered 160, 165, 170, and 175, all of which are ffered each semester. Additional courses in journalism and writing are offered by ıe department as related subjects but do not count toward an English major; they ıay be taken as electives regardless of the field of study in which a student majors.

Highly qualified majors are invited by the department to apply in the second emester of their junior year for admission to the honors program in English. To raduate with "Honors in English," students must have a minimum grade point verage of 3.5 in the major and 3.0 in all course work and must satisfy the equirements for English 388 during their senior year. Interested students may onsult departmental faculty members for further information.

Unless otherwise indicated, any course in English may carry either three or four redits. The amount of reading and writing is adjusted to the credit assigned for the ourse.

Lower Division Courses

1. Composition Review. (0) Essentials of standard usage and the basic principles f composition; frequent exercises.

05. English Fundamentals. (2) Training in the fundamentals of written English. atisfactory completion required for entry into English 110. Admission by lacement only; does not satisfy the basic composition requirement.

***110. English Composition.** (4) Training in expository writing; frequent essa based upon readings.

***112. English Composition and Literature.** (3 or 4) Training in expository writi based on the reading of literature. P-Permission of the department.

160. Survey of Major British Writers. (3 or 4) Eight to ten writers representi different periods and genres; primarily lecture.

165. Studies in Major British Writers. (3 or 4) Three to five writers representi different periods; primarily discussion, with frequent short papers. Limite enrollment.

170. Survey of Major American Writers. (3 or 4) Nine to eleven write representing different periods and genres; primarily lecture.

175. Studies in Major American Writers. (3 or 4) Nine to eleven write representing different periods; primarily discussion, with frequent short paper Limited enrollment.

180. Traditions of Humanity: The Liberal Arts. (2) A study of major concepts liberal education in the Western world.

255. Recent American Poetry. (3 or 4) Selections from the poetry of Robert Pen Warren, Randall Jarrell, A. R. Ammons, James Dickey, Adrienne Rich, and Deni Levertov.

299. Individual Study. (3 or 4) A course of independent study with facul guidance. By prearrangement.

January Courses

These courses, representative of the January curriculum, are not necessaril repeated every year but were offered in 1979.

240. Marx, Darwin, and Freud: Intellectual Background of Modern Literature. An intensive study of major works by Karl Marx, Charles Darwin, and Sigmun Freud as background for examining selected works of modern literature.

250. William Faulkner. (4) An intensive study of six major novels and selected sho stories of William Faulkner.

280. London, Dublin, and the West and South of Ireland: Backgrounds of Iris Literature. (4) A travel course focusing on the backgrounds of modern Iris literature in Irish myth, history, politics, religion, archeology, architecture, art, an music.

295. Twentieth Century Fiction: Distaff. (4) A chronological and cultural study o fiction written by selected European and American women.

**Either 110 or 112 is a prerequisite for all other courses in English unless the basic requirement is waive Either course fulfills the basic course requirement.*

296. The Camera's Impact on the Arts. (4) An introduction to the role that photography has played in changing the way we approach reality and our representation of it.

366. The Art of T. S. Eliot. (4) A detailed study of Eliot's *The Waste Land* and *Four Quartets* and shorter treatment of early and transitional works.

Journalism and Writing Courses

270. Introduction to Journalism. (3 or 4) Survey of the fundamental principles of news-gathering and news-writing; study of news and news values, with some attention to representative newspapers.

272. Editing. (3 or 4) A laboratory course in copy-editing, headline-writing, typography, and make-up; includes both newspaper and magazine editing. P-English 270.

276. Advanced Journalism. (3 or 4) Intensive practice in writing various types of newspaper stories, including the feature article. Limited to students planning careers in journalism. P-English 270.

278. History of Journalism. (3 or 4) A study of the development of American journalism and its English origins; detailed investigations of representative world newspapers.

284. The Essay. (2) Primarily for those interested in writing for publication, with concentration on writing various types of essays. P-Permission of the instructor.

285. Poetry Workshop. (2) A laboratory course in the writing of verse. Study of poetic techniques and forms as well as works of contemporary poets. Frequent individual conferences.

286. Short Story Workshop. (2) A study of the fundamental principles of short fiction writing; practice in writing; extensive study of short story form. P-Permission of the instructor.

383, 384. Theory and Practice of Verse Writing. (4, 4) Emphasis on reading and discussing student poems in terms of craftsmanship and general principles.

Advanced Language and Literature Courses

304. History of the English Language. (3 or 4) A survey of the development of English syntax, morphology, and phonology from Old English to the present, with attention to vocabulary growth.

310. Studies in Medieval Literature. (3 or 4) Selected readings from areas such as religious drama, non-dramatic religious literature, romance literature, literary theory, and philosophy.

315. Chaucer. (3 or 4) Emphasis on *The Canterbury Tales* and *Troilus and Criseyde*, with some attention to minor poems. Consideration of literary, social, religious, and philosophical background.

320. English Drama to 1642. (3 or 4) English drama from its beginning to 1642,

exclusive of Shakespeare. Representative cycle plays, moralities, Elizabethan a
Jacobean tragedies, comedies, and tragicomedies.

323. Shakespeare. (3 or 4) Twelve representative plays illustrating Shakespear
development as a poet and dramatist.

325. Studies in English Literature, 1500-1660. (3 or 4) Selected topics, prose, a
poetry from the sixteenth or seventeenth centuries, exclusive of drama and Milt
Emphasis on Elizabethan lyrics and Spenser or on Donne and the Metaphysic
poets.

327. Milton. (3 or 4) The poetry and selected prose of John Milton, with empha
on *Paradise Lost.*

330. English Literature of the Eighteenth Century. (3 or 4) Representative poe
and prose, exclusive of the novel, 1700-1800, drawn from Addison, Steele, Def
Swift, Pope, Johnson, Boswell, Goldsmith, and Burns. Consideration of cultu
backgrounds and significant literary trends.

332. Satire. (3 or 4) The nature of the satiric form and the satiric spirit as reveal
through reading and critical analysis of significant examples, mostly English a
American.

335. Eighteenth Century Fiction. (3 or 4) Primarily the fiction of Def
Richardson, Fielding, Smollett, Sterne, and Austen.

350. Romantic Poets. (3 or 4) A review of the beginnings of Romanticism in Engli
literature, followed by study of Wordsworth, Coleridge, Byron, Keats, and Shelle
collateral reading in the prose of the period.

353. The Nineteenth Century English Novel. (3 or 4) Representative major wor
by Dickens, Eliot, Thackeray, Hardy, the Brontes, and others.

354. Victorian Poetry. (3 or 4) A study of Tennyson, Browning, Hopkins, an
Arnold or another Victorian poet.

360. Studies in Victorian Literature. (3 or 4) Selected topics, such as developmen
of genres, major texts, and cultural influences. Readings in poetry, fictio
autobiography, and other prose.

362. Blake, Yeats, and Thomas. (3 or 4) Reading and critical analysis of the poetr
of Blake, Yeats, and Dylan Thomas; study of the plays of Yeats and hi
contemporaries in the Irish Renaissance, especially Synge and Lady Gregory

364. Studies in Literary Criticism. (3 or 4) Consideration of certain figures an
schools of thought significant in the history of literary criticism.

365. Twentieth Century British Fiction. (3 or 4) A study of Conrad, Lawrence
Joyce, Forster, Woolf, and later English writers, with attention to their social an
intellectual backgrounds.

367. Twentieth Century Poetry. (3 or 4) Selected American and British poets fro
1900 to 1965.

368. Studies in Irish Literature. (3 or 4) Critical readings of the works of majo
Irish writers within the context of the political, social, and literary history o
Ireland.

69. Modern Drama. (3 or 4) Modern drama from its late nineteenth century naturalist beginnings to contemporary theatre.

72. American Romanticism. (3 or 4) Writers of the mid-nineteenth century, cluding Emerson, Thoreau, Hawthorne, and Melville.

74. Intellectual and Social Movements in American Literature to 1865. (3 or 4) elected topics such as Puritanism, the Enlightenment, Transcendentalism, and omanticism.

76. American Poetry from 1855 to 1900. (3 or 4) Readings from at least two of the llowing poets: Whitman, Dickinson, Melville.

78. Literature of the South. (3 or 4) The aesthetic, philosophical, and sociological imensions of the best literature of the South, from the colonial to the ntemporary period. Writers to include the regional humorists, Faulkner, ansom, and Tennessee Williams.

80. American Fiction from 1865 to 1915. (3 or 4) Such writers as Twain, James, lowells, Crane, Dreiser, Wharton, and Cather.

81. Studies in Black Literature. (3 or 4) Reading and critical analysis of selected ction, poetry, drama, and other writing by representative black Americans.

82. Modern American Fiction, 1915 to the Present. (3 or 4) To include such riters as Lewis, Hemingway, Fitzgerald, Faulkner, Steinbeck, Wolfe, Wright, atherine Anne Porter, Mailer, Bellow, Malamud, Flannery O'Connor, Baldwin, nd Styron.

86. Directed Reading. (3 or 4) A tutorial in an area of study not otherwise rovided by the department; granted upon departmental approval of petition resented by a qualified student.

88. Honors in English. (3 or 4) A conference course centering upon a special eading requirement and a thesis requirement. For senior students wishing to raduate with "Honors in English."

89. The Use of the Library in Literary Research. (2) Attention to materials, ethods, and bibliography for the study of literature.

90. The Structure of English. (3 or 4) An introduction to the principles and echniques of modern linguistics applied to contemporary American English.

German

Wilmer D. Sanders, Chairman

Professors Ralph S. Fraser, James C. O'Flaherty

Associate Professors Wilmer D. Sanders, Larry E. West, Timothy F. Sellner

A major in German requires thirty-seven credits beyond German 111-112 and nust include German 218 and should include 281 and 285.

Highly qualified majors are invited by the department to apply for admission to he honors program in German. To be graduated with the designation "Honors in ;erman," they must complete a senior research project and pass a comprehensive

examination. For additional information members of the departmental facul should be consulted.

Attention is called to the exchange program with the Free University of Berli

111, 112. Elementary German. (4, 4) This course covers the principles of gramm and pronunciation and includes the reading of simple texts. Lab-one hour.

150. Man spricht Deutsch auch in Oesterreich. (4) Three weeks of intensi language and cultural study in Vienna, Austria. Travel to Salzburg and Munic *Offered in January.* P-One semester of German.

152. Intermediate German. (4) The principles of grammar are reviewed; readir of selected prose and poetry. Lab-one hour. P-Three years of high school Germa

153. Intermediate German. (5) The principles of grammar are reviewed; readin of selected prose and poetry. Lab-one hour. P-German 111, 112.

211, 212. Introduction to German Literature. (4, 4) The object of this course is t acquaint the student with masterpieces of German literature. Parallel reading an reports. P-German 152 or 153.

216. Basic Conversation: Level One. (4) Intensive practice of speech patterns, dail sessions, language laboratory practice. *Offered in January.* P-German 111 or 112 wit grade of C or better.

217. Conversation and Phonetics. (4) A course in spoken German emphasizin facility of expression. Considerable attention is devoted to phonetics. P-Germa 152, 153, or equivalent.

218. Composition and Grammar Review. (4) A review of the fundamentals o German grammar with intensive practice in translation and composition. Require for majors. P-German 152 or 153 or equivalent.

219. Advanced Composition. (4) A study of advanced grammar and composition English texts translated into German in addition to free composition in Germa P-German 218 or equivalent.

220. German Civilization. (4) A survey of contemporary German culture, includin a study of its historical development in broad outline. The course is conducted i German. P-German 217 or permission of the instructor.

222. Nietzsche in Translation. (4) Intensive study of selections from Nietzsche works, with emphasis on his development as a writer and thinker. *Offered in January.* P-Sophomore, junior, or senior standing.

231. Weimar Germany. (3) Historical and literary examination of Weima Germany, 1919-1933. Authors include Thomas and Heinrich Mann, Juenger Hesse, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or histor credit determined at registration.

249. Old High German and Middle High German Literature. (4) The study of major writers and works from these two areas; emphasizes major writings of the chivalric period. P-German 211, 212, or equivalent.

250. Renaissance, Reformation, and Baroque German Literature. (4) A study of

major writers and works from the post-chivalric period to approximately 1700. P-German 211, 212, or equivalent.

253. Eighteenth Century German Literature. (4) A study of major writers and works of the Enlightenment and *Sturm und Drang*. P-German 211, 212, or equivalent.

263. German Literature of the Nineteenth Century I. (4) Poetry, prose, dramas, and critical works from approximately 1795 to 1848. P-German 211, 212, or equivalent.

264. German Literature of the Nineteenth Century II. (4) Readings from the beginnings of poetic realism to the advent of Naturalism. P-German 211, 212, or equivalent.

270. Individual Study. (3) Studies in literature not ordinarily read in other courses. P-German 211, 212, and permission of the instructor.

281. Seminar: Twentieth Century Prose. (4) Intensive study of certain works by Thomas Mann, Hesse, and Kafka, plus considerable outside reading. P-German 211, 212, or equivalent.

285. Seminar in Goethe. (4) *Faust*, Part I studied in class. Parallel readings in other works by Goethe assigned. P-German 211, 212, or equivalent.

287-288. Honors in German. (3, 3) A conference course in German literature. A major research paper is required. Designed for candidates for departmental honors.

History

Richard L. Zuber, Chairman
Professors Richard C. Barnett, Cyclone Covey, Balkrishna Govind Gokhale, J. Edwin Hendricks, Thomas E. Mullen, Percival Perry, David L. Smiley, Henry Smith Stroupe, Lowell R. Tillett, W. Buck Yearns, Richard L. Zuber
Associate Professors James P. Barefield, Merrill G. Berthrong, David W. Hadley, James G. McDowell, Michael L. Sinclair, J. Howell Smith
Assistant Professor Alan J. Williams
Lecturer Negley Boyd Harte (London)
Instructor Christopher D. Cribaro

The major in history consists of a minimum of thirty-six credits and must include History 310, from six to eight credits in European history, three or four credits in non-Western history, and from six to eight credits in American history. One of the American history courses must be 151, 152, or 153.

Highly qualified majors are invited by the department to apply for admission to the honors program in history. To be graduated with the designation "Honors in History," they must complete satisfactorily History 287 and 288. For additional information members of the departmental faculty should be consulted.

Students contemplating graduate study should take historiography and should

acquire a reading knowledge of one modern foreign language (preferably French German, or Russian) for the M.A. degree and two for the Ph.D. degree.

101. The Rise of the West. (4) A survey of ancient, medieval, and early modern history to 1700.

102. Europe and the World in the Modern Era. (4) A survey of modern Europe from 1700 to the present.

131. European Historical Biography. (2) Study of biographies of several men and women who have influenced the history and civilization of Europe.

151, 152. The United States. (4, 4) Political, social, economic, and intellectual aspects: 151, before 1865; 152, after 1865. Students who take History 153 may not take either of these courses for credit.

153. The United States. (4) A topical survey combining 151 and 152. Not open to students who take either 151 or 152.

160. Freud. (4) An investigation of Freud's basic ideas in the context of his time. Books to be read include *The Interpretation of Dreams*, *Civilization and Its Discontents*, and Jones's biography in the Trilling abridgement.

162. From the Forest of Wake to the Red Hills of Forsyth: The History of Wake Forest University. (4) A survey of the history of Wake Forest from its beginning. To include reading assignments, lectures, and talks from those who remember life on the old campus, a look at the history project now in progress, and a brief visit to the Town of Wake Forest. *Offered in January.*

163. Russian History and Culture from the Source. (4) A study tour of historic sites and cultural centers of the Soviet Union. *Offered in January.*

164. The American People and China. (4) A topical study of the images and attitudes of Americans toward China. All students read John K. Fairbank's *The United States and China* and A. T. Steel's *The American People and China*, after which they select individual topics on which to present oral reports. Additional readings stress conflicting interpretations of major issues in Sino-American relations.

165. Contemporary Conflict. (4) A study of the background of four conflicts to be studied as selected by the class members.

166. Era of Individualism, 1954-1966. (4) An intensive study of the period 1954-1966, during which privileged, prosperous Americans shared in seeking civil and personal rights for the freshly rediscovered deprived minorities. A nostalgic examination of the time of optimism between McCarthyism and the rise of the Nixonian "Silent Majority," when there was hope that a society could provide both equal opportunity to all its citizens and special rewards for the citizens who excelled individually. Much responsible student participation is expected, with the possibility of an examination. No limit, but size influences type of instruction. Pass/Fail. *Usually offered in January.*

211. Colloquium. (1-4).

215, 216. The Ancient World. (4, 3 or 4) Critical focus on the Greeks in the fall and

Romans in the spring, but in global context of paleolithic to medieval; psychological/philosophical emphasis.

221. The Middle Ages. (4) A survey of European history, 400-1300, stressing social and cultural developments.

222. The Renaissance and Reformation. (4) Europe from 1300 to 1600. Social, cultural, and intellectual developments stressed. Students may take either segment of the course separately.

223. The Renaissance. (2) (See 222 for description.)

224. The Reformation. (2) (See 222 for description.)

2260. History of London. (4) Topographical, social, economic, and political history of London from the earliest times. Lectures, student papers and reports, museum visits and lectures, and on-site inspections. *Offered in London.*

2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477. *Offered in Dijon.*

231. Weimar Germany. (3) Historical and literary examination of Weimar Germany, 1919-1933. Authors include Thomas and Heinrich Mann, Juenger, Hesse, Brecht, Kafka, Tucholsky, Fallada, and Stefan Zweig. German or history credit determined at registration.

232. European Historical Novels. (2) Study of the accuracy and value, from the standpoint of the historian, of a selection of historical novels.

238. Twentieth Century Europe. (4) Advent of modernism, World Wars I and II, totalitarianism, the Cold War, and Europe in the post-European era.

240. Afro-American History. (4) The role of Afro-Americans in the development of the United States, with particular attention to African heritage, forced migration, Americanization, and influence.

264. Economic History of the United States. (3) The economic development of the United States from colonial beginnings to the present.

265. American Diplomatic History. (4) An introduction to the history of American diplomacy since 1776, emphasizing the effects of public opinion on fundamental policies.

270. Oral History. (4) Intensive study of select events of recent Piedmont North Carolina history, preparation of sets of questions for interviews, interviews with participants in those events, and the evaluation of these interviews as historical evidence.

271. Colonial Latin America, 1492-1825. (4) Cultural configurational approach.

287, 288. Honors in History. (4, 4) First semester, seminar on problems of historical synthesis and interpretation; second semester, writing of a major paper and examination on a special field.

310. Seminar. (4) Offered by members of the faculty on topics of their choice. A paper is required.

311, 312. Social and Intellectual History of Modern Europe. (4, 4) Intellectu trends in Western European civilization. Fall, seventeenth and eighteenth centu ies; spring, nineteenth and twentieth centuries.

316. France and England in the Twelfth and Thirteenth Centuries. (4) Th structure of society, the nature of law, church/state relations, and intellectu developments. P-History 221 or permission of the instructor.

319, 320. Germany. (4, 4) Fall, origins of the German nation and the rise of Prussi in a context of particularism; spring, from World War I to divided Germany

321, 322. France. (4, 4) Fall, from prehistoric Gaul to 1788, with particula emphasis on the sixteenth, seventeenth, and eighteenth centuries; spring, 1788 t the present.

323, 324. England. (4, 4) A political and social survey, with some attention t Continental movements. Fall, to 1603; spring, 1603 to present.

325. Tudor and Early Stuart England. (4) A constitutional and social study o England from 1485 to 1641.

329, 330. Modern England. (4, 4) Political, social, economic, and cultural history o England since 1714. Fall, to 1815; spring, since 1815.

331, 332. Russia. (4, 4) Primarily political, with some attention to cultural and socia developments. Fall, the Russian Empire; spring, the Soviet Union.

333. European Diplomacy, 1848-1914. (4) The diplomacy of the great powers, with some attention given to the role of publicity in international affairs. Topics include the unification of Italy and of Germany, the Bismarckian system, and the coming o World War I.

339. Women in European History. (3 or 4) The evolution of women's social roles attitudes toward women, and feminist activities in the context of the social economic, political, and intellectual history of modern Europe.

341. Southeast Asia from 1511 to the Present. (4) A survey of the history and culture of Southeast Asia under Western colonial systems, with special reference t economic, social, and cultural developments, the rise of nationalism, and the emergence of new nation-states.

342. The Middle East from Suleiman the Magnificent to the Present. (4) Majo subjects covered are the rise and fall of the Ottoman Empire, the Arabs and Persians under Ottoman hegemony, the rise of Arab nationalism, and the emergence of the modern Arab states and their roles in the post-World War II era.

343. Imperial China. (4) Development of traditional institutions in Chinese society to 1644; attention to social, cultural, and political factors, emphasizing continuity and resistance to change.

344. Modern China. (4) The Manchu Dynasty and its response to the Western challenge, the 1911 Revolution, the warlord era and the rise of the Communists. Chinese Communist society, and the Cultural Revolution.

345, 346. History and Civilization of South Asia. (4,4) An introduction to the

history and civilization of South Asia. Emphasis on historical developments in the social, economic, and cultural life of the area.

347. India in Western Literatures. (4) A one-semester historical survey of images of India in Western literatures, with special reference to religious and philosophical ideas, art, polity, society, and culture.

349, 350. East Asia. (4,4) An introduction to the social, cultural, and political development of China, Japan, and Korea. Fall, to 1600; spring, since 1600.

351, 352. American Society and Thought. (4,4) A non-political topical survey of American culture and lifestyles. Topics include religion, science, education, architecture, and immigration.

353. Colonial English America, 1582-1774. (4) Determinative episodes, figures, allegiances, apperceptions, and results of the period, organically considered.

354. Revolutionary and Early National America, 1763-1815. (4) The American Revolution, its causes and effects, the Confederation, the Constitution, and the new nation.

355. The Westward Movement. (4) The role of the frontier in United States history, 1763-1890.

356. Jacksonian America, 1815-1850. (4) The United States in the age of Jackson, Clay, Calhoun, and Webster. A biographical approach.

357. The Civil War and Reconstruction. (4) The political and military events of the war and the economic, social, and political readjustments which followed.

358. The United States from Reconstruction to World War I. (4) National progress and problems during an era of rapid industrialization.

359. The United States from Versailles to Pearl Harbor. (4) The transition of America from World War I to 1941, with special emphasis on the Roaring Twenties and the New Deal.

360. The United States since Pearl Harbor. (4) Trends and changes in the nation from World War II through the Kennedy era to the present.

362. American Constitutional History. (4) Origins of the Constitution, the controversies involving the nature of the Union, and constitutional readjustments to meet the new American industrialism.

363, 364. The South. (4,4) Geography, population elements, basic institutions, and selected events.

365. Women in American History. (4) A survey of the roles and activities of women in America, with emphasis upon selected individuals.

366. Studies in Historic Preservation. (4) An analysis of history museums and agencies and of the techniques of preserving and interpreting history through artifacts, restorations, and reconstructions. P-Permission of the instructor.

367, 368. North Carolina. (4,4) Selected phases of the development of North Carolina from the colonial beginnings to the present. Fall, to 1789; spring, since 1789.

372. Africa since 1800. (4) A survey concentrating primarily on the major themes and problems in African history from 1800 to the present.

391, 392. Historiography. (4, 3) The principal historians and their writings from ancient times to the present. Fall, European historiography; spring, American historiography.

398. Individual Study. (4) A project in an area of study not otherwise available in the department; permitted upon departmental approval of petition presented by a qualified student.

399. Directed Reading. (1-4)

Humanities

N. Rick Heatley, Coordinator

165. Black African Literature. (4) A general introductory course. Study of the origins and development of black African literature. Analysis of representative works of poetry, fiction, and essays. Readings and classes in English; originals in French also available for majors. Discussions, occasional lectures, reports, and papers. *Offered in January.*

213. Studies in European Literature. (4) A study of aproximately twelve works in translation, taken from European literature. Satisfies a Division I requirement.

214. Contemporary Fiction. (4) A study of contemporary European and Latin American fiction in translation. Satisfies a Division I requirement.

215. Germanic and Slavic Literature. (4) A study of approximately twelve works in translation taken from Germanic and Slavic literatures. Satisfies a Division I requirement.

216. Romance Literature. (4) A study of approximately twelve works in translation taken from Romance literatures. *Offered in alternate years.* Satisfies a Division I requirement.

217. European Drama. (4) A study of selected works in translation, from the seventeenth to the twentieth centuries, by major Continental dramatists. Satisfies a Division I requirement.

225. Nineteenth Century Romanticism: Philosophy and Art. (4) A study of the Romantic motif as expressed in the philosophy and art of Europe and the United States in the nineteenth century.

227. Issues in Nineteenth Century America. (4) An interdisciplinary study of nineteenth century American culture, including art, literature, music, and philosophy, as it reflects and gives insight into some issues crucial to the developing nation.

250. Discovering the Visual and Verbal Modes of the Twentieth Century. (4) An exploration of the ideas, values, and feelings found in the art and literature of representative twentieth century figures: Kandinsky, Stevens, Picasso, Kafka, Leger, Beckett, Klee, Ionesco, Pollock, Faulkner, Chagall, Barth, and others.

350. What the Arts Have Been Saying since 1800. (4) An experiment in developing interpretive judgment and insight regarding music, painting, and literature as articulations of the frontier consciousness of the period.

352. The Classical and Surreal Tradition. (4) A venture to define and differentiate classical and surreal modes of perception throughout history, their paradoxical relationship to each other and to complementary styles, considered in philosophy, music, literature, and painting.

358. An Editor Looks at the Rights of American Citizens, 1965-1976. (4) Current developments in the field of constitutional rights as seen by a newspaper editor.

373. France in the Thirties: Literature and Social Consciousness. (4) A study in English of Malraux, Giraudoux, Celine, Bernanos, and St. Exupery.

374. French Literature in the Mid-Twentieth Century. (4) A study of the literature of the forties and fifties and its evolution from "commitment" to "disengagement." Authors include Sartre, Camus, Beckett, Robbe-Grillet, Genet, and Duras.

375. The French Theatre between 1920 and 1960: Theory and Practice. (4) Study of works by Giraudoux, Cocteau, Anouilh, Sartre, Camus, Beckett, Ionesco, and Genet.

378. Evolution of Autobiography as a Literary Form. (4) A study of autobiography as a form of fiction. Reading of Rousseau's *Confessions* and selected autobiographies of twentieth century French authors. Taught in English.

379. The Literary Works of Jean-Paul Sartre. (4) A critical study of Sartre's evolution as reflected in his novels and plays from *Nausea* to *The Prisoners of Altona.*

380. Albert Camus. (3) A critical study of Camus' evolution as a writer.

Interdisciplinary Honors

Paul M. Gross Jr., Coordinator

A series of seminar courses of an interdisciplinary nature are open to qualified students in the College. Students interested in admission to these seminars, supervised by the Committee on Honors, should consult the coordinator or a member of the committee.

Students who choose to participate in as many as four interdisciplinary seminars and who have a superior record may elect Honors 281, directed study culminating in an honors paper and an oral examination. Those whose work has been superior in this course and who have achieved an overall grade point average of at least 3.0 in all college work may be graduated with the distinction "Honors in the Arts and Sciences." Students who choose to be candidates for departmental honors may not also be candidates for "Honors in the Arts and Sciences."

Able students are normally encouraged to choose a departmental honors program rather than "Honors in the Arts and Sciences." As a result, most students elect to participate in only one or two interdisciplinary seminars in which they are particularly interested. The faculty participants for these seminars represent diverse academic disciplines.

131, 132. Approaches to Human Experience I. (4, 4) An inquiry into the nature and interrelationships of several approaches to man's experience, represented by the work of three such minds as Leonardo da Vinci, Dante, Newton, Gandhi, Confucius, Dostoevsky, Descartes, Goya, Mozart, Jefferson, and Bohr. Seminar discussion based on primary and secondary sources, including musical works and paintings. Written reports and a term paper required. *Offered in alternate years.*

133, 134. Approaches to Human Experience II. (4, 4) A parallel course to Honors 131, 132, concentrating on the work of a different set of figures such as Buber, Galileo, Keynes, Pascal, Camus, Picasso, Ibsen, Tagore, Sophocles, and Bach. *Offered in alternate years.*

***233. Darwinism and the Modern World.** (4) A study of the Darwinian theory of evolution and the impact of evolution and the impact of evolutionary thought on fields such as economics, politics, psychology, literature and the other arts, and philosophy.

***235. The Ideal Society.** (4) Man's effort to establish or imagine the ideal community, state, or society; principles of political and social organization; changing goals and values.

***237. The Scientific Outlook.** (4) An exploration of the origins and development of the scientific method and some of its contemporary applications in the natural and social sciences and the humanities.

***238. Romanticism.** (4) Romanticism as a recurrent characteristic of mind and art and as a specific historical movement in Europe and America in the late eighteenth and nineteenth centuries. Emphasis on primary materials in philosophy, literature, music, and painting.

***239. Man and the Irrational.** (4) The phenomenon of the irrational, with emphasis on its twentieth century manifestations but with attention also to its presence in other centuries and cultures. Philosophy, religion, literature, psychology, politics, and the arts are explored.

***241. The Tragic View.** (4) The theory of tragedy in ancient and modern times; the expression of the tragic in literature, art, music, theatre, and film.

***242. The Comic View.** (4) The theory of comedy in ancient and modern times; the expression of the comic spirit in literature, art, music, theatre, and film.

***244. Man and the Structure of the Universe.** (4) An investigation of various conceptions of the universe and their implications for man. Study not necessarily limited to the cosmologies of Ptolemy, Copernicus, and their modern successors, but may also include theories such as the Babylonian, Mayan, and Taoist.

***246. Man and the Environment.** (4) An interdisciplinary examination of man and society in relation to the environment.

***247. The Mythic View.** (4) The nature of myth through creation and hero myths; the uses to which myths have been put in different historical periods; various

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**One or more offered each year at the discretion of the Committee on Honors.*

modern explanations of myth (literary, religious, anthropological, psychoanalytic, social, and historical).

281. Directed Study. (4) Readings on an interdisciplinary topic approved by the Committee on Honors; preparation of a major research or interpretive paper based on these readings, under the direction of a faculty member; an oral examination on the topic, administered by the faculty supervisor and the Committee on Honors. Eligible students who wish to take this course must submit a written request to the Committee on Honors by the end of the junior year. Not open to candidates for departmental honors.

Mathematics

Ivey C. Gentry, Chairman

Professors John V. Baxley, Ivey C. Gentry, Fredric T. Howard, John W. Sawyer, Ben M. Seelbinder, Marcellus E. Waddill

Associate Professors Richard D. Carmichael, James Kuzmanovich, J. Gaylord May, W. Graham May

Assistant Professors Elmer K. Hayashi, Ellen E. Kirkman

Instructors Ray H. Price, Margaret B. Seelbinder

A major in mathematics requires forty credits. A student must include courses 111, 112, 113, 121, 221, one of the courses 311, 317, 352, 357, and at least two additional 300-level courses. A prospective teacher in the education block may take 231 in lieu of the course from 311, 317, 352, or 357. Lower division students are urged to consult a member of the departmental faculty before enrolling in courses other than those satisfying Division II requirements.

A regularly scheduled activity in mathematics is an informal seminar of students and faculty on topics not discussed in regular courses (for example, finite differences, game theory, Monte Carlo method, divergent series).

The department, along with the departments of economics, business and accountancy, and biology, offers several joint majors. The departments of mathematics and economics offer a joint major leading to a Bachelor of Science degree in mathematical economics. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development of economic theory, models, and quantitative analysis. The major consists of the following course requirements: Mathematics 111, 112, 113, 121, 251; Economics 151, 152, 201, 202, 203; a joint seminar in mathematical economics; and three additional courses chosen with the approval of the program advisers. Recommended courses are Mathematics 253, 348, 353, 357, 358, and Economics 251, 242, 287, 288. Students electing the joint major must receive permission from both the Department of Economics and the Department of Mathematics.

The departments of mathematics and biology offer a joint major leading to a Bachelor of Science degree in mathematics-biology. This interdisciplinary program affords the student an opportunity to apply mathematical methods to the development and analysis of biological systems. The major consists of the following course requirements: Mathematics 112, 155, 157, or 357; Biology 150, 151, 152; and seven additional courses (at least three in each department) chosen with the

approval of the program advisers. Recommended courses in mathematics are 121, 253, 256, 348, 353, 355, 357. Students electing the joint major must receive permission from both the Department of Biology and the Department of Mathematics.

The departments of mathematics and business and accountancy offer a joint major leading to a Bachelor of Science degree in mathematics-business. This interdisciplinary program prepares students for careers in business, with a strong background in mathematics. The major consists of the following course requirements: Mathematics 111, 112, 155, 157, 256, or 355; Accounting 111, 112; Business 211, 221, 231; either Business 201 or Mathematics 357; either Business 202 or Mathematics 253; and two additional courses chosen from Accounting 252, 278; Business 281; Mathematics 121, 248, 353, 381; or specially designed January courses. Economics 151-152 is strongly recommended. Students electing the joint major must receive permission from both the Department of Business and Accountancy and the Department of Mathematics.

Highly qualified majors are invited by the department to apply for admission to the honors program in mathematics or in the joint majors. To be graduated with the designation "Honors in Mathematics," "Honors in Mathematics-Biology," "Honors in Mathematics-Business," or "Honors in Mathematical Economics," they must complete satisfactorily a senior research paper and pass a comprehensive oral or written examination. For additional information members of the departmental faculty should be consulted.

105. Pre-Calculus Mathematics. (4) Selected topics deal with the structure of number systems and the elementary functions. Not to be counted toward the major in mathematics.

111, 112, 113. Calculus with Analytic Geometry, I, II, III. (5, 5 or 4, 4) Differential and integral calculus and basic concepts of analytic geometry; multivariable calculus. No student allowed credit for both 116 and 111. Lab-two hours for 111, 112.

115. Finite Mathematics. (5 or 4) Probability and statistics, matrices, linear programming, Markov chains, and theory of games. Lab-two hours.

116. Essential Calculus. (5 or 4) A one-semester course in differential and integral calculus with application to business and the social sciences. No student allowed credit for both 116 and 111. A student who might take additional calculus should not take Mathematics 116. Lab-two hours.

121. Linear Algebra. (4) Vectors and vector spaces, linear transformations and matrices, linear groups, and determinants.

155. Introduction to FORTRAN Programming. (4) Lecture and laboratory. A study of FORTRAN language. Students use computer terminals as well as card input.

156. Statistical Concepts. (4) An introductory course for the student of statistics who has a limited mathematical background. Includes descriptive techniques, frequency distributions, statistical inference, regression, and correlation. Emphasis

is placed on how statistics can be used in society. No student allowed credit for both 156 and 157. *Offered in January.*

157. Elementary Probability and Statistics. (5 or 4) Probability and distribution functions, means and variances, and sampling distributions. Lab-two hours. No student allowed credit for both 156 and 157.

221. Modern Algebra I. (4) An introduction to modern abstract algebra through the study of groups, rings, integral domain, and fields. P-Mathematics 121.

231. Euclidean Geometry. (4) Postulates, definitions, theorems, and models of Euclidean geometry.

251. Ordinary Differential Equations. (4 or 3) Linear equations with constant coefficients, linear equations with variable coefficients, and existence and uniqueness theorems for first order equations. P-Mathematics 112.

253. Operations Research. (4) Mathematical models and optimization techniques. Studies in allocation, simulation, queuing, scheduling, and network analysis. P-Mathematics 111, 115, or equivalent.

256. COBOL Programming. (4) Lecture and laboratory. A study of the elements of COBOL language. P-Mathematics 155.

305S, 306S. Elementary Analysis for Teachers I, II. (4, 4) Concepts from differential and integral calculus for Advanced Placement teachers. All topics in the Calculus AB and BC courses are covered. *Offered in the summer.*

311, 312. Advanced Calculus I, II. (4, 4 or 3) Limits and continuity in metric spaces, differentiation and Riemann-Stieltjes integration, sequences and series, uniform convergence, power series and Fourier series, partial differentiation and functions of n real variables, implicit and inverse function theorem. P-Mathematics 113.

317. Complex Analysis I. (4) Analytic functions, Cauchy's theorem and its consequences, power series, and residue calculus. P-Mathematics 113.

322. Modern Algebra II. (4 or 3) A continuation of modern abstract algebra through the study of additional properties of group and fields and a thorough treatment of vector spaces. P-Mathematics 221.

323, 324. Matrix Theory I, II. (4, 4 or 3) Basic concepts and theorems concerning matrices and real number functions defined on preferred sets of matrices. P-Mathematics 121.

332. Non-Euclidean Geometry. (4 or 3) Postulates, definitions, theorems, and models of Lobachevskian and Riemannian geometry.

345, 346. Elementary Theory of Numbers I, II. (4, 4 or 3) Properties of integers, congruences, arithmetic functions, primitive roots, sums of squares, magic squares, applications to elementary mathematics, quadratic residues, arithmetic theory of continued fractions.

348. Combinatorial Analysis. (4 or 3) Enumeration techniques, including generating functions, recurrence formulas, the principle of inclusion and exclusion, and Polya's theorem.

351. Applied Analysis. (4) Topics which have proven useful in the physical sciences, including vector analysis and complex analysis.

352. Partial Differential Equations. (4) The separation of variables techniques for the solution of the wave, heat, Laplace, and other partial differential equations, with the related study of the Fourier transform and the expansion of functions in Fourier, Legendre, and Bessel series.

353. Mathematical Models. (4) Development and application of probabilistic and deterministic models. Emphasis given to constructing models which represent systems in the social, behavioral, and management sciences. P-Mathematics 253.

355. Numerical Analysis. (4) A computer-oriented study of analytical methods in mathematics. Lecture and laboratory. P-Mathematics 112 and 155.

357, 358. Mathematical Statistics I, II. (4, 4 or 3) Probability distributions, mathematical expectation, sampling distributions, estimation and testing of hypotheses, regression, correlation, and analysis of variance. P-Mathematics 113.

361. Selected Topics. (2, 3 or 4) Topics in mathematics which are not considered in regular courses or which continue study begun in regular courses. Content varies.

381. Individual Study. (2, 3 or 4) A choice of study in an area of individual interest directed by a faculty adviser.

Military Science

Lieutenant Colonel Anderson H. Walters, Professor
Captain Edward L. Grant, Major Floyd L. Griffin,
Major William D. Waller, Captain David E. Walters,
Captain John D. Wray, Assistant Professors
Master Sergeant Ezequiel B. Evaro

110. First Year Basic. (ROTC and the Military Establishment). (1) Introduction to the ROTC program and the military establishment; practical exercises in various skill modules, including orienteering, mountaineering, and marksmanship. *Usually offered in January.*

111. First Year Basic. (Military History). (2)

112. First Year Basic. (Mountaineering). (2)

113. First Year Basic. (Tactical Considerations of Modern Battle [TCOMB]). (2)

ROTC and national defense; basic military skills. Enrichment subject required.* (Skill module areas of concentration are indicated in parentheses.)

151. Second Year Basic. (Leadership). (2)

**This subject, either elective or required, furthers the professional qualifications of the student as a prospective officer in the U.S. Army. This does not require additional hours above and beyond the normal semester course requirements. In cases where a student is pursuing a discipline which is narrowly restricted with few electives, the Professor of Military Science can resolve any conflict in favor of the student's degree requirements.*

152. Second Year Basic. (Marksmanship). (2)

153. Second Year Basic. (Orienteering). (2)

Leadership styles, theoretical orientation in a contemporary environment, and intermediate military skills. Enrichment subject required.* (Skill module areas of concentration are indicated in parentheses.)

201. Outdoor Exploration. (2) Introduction to various outdoor recreational survival skills. The content varies but includes such outdoor experiences as selecting and setting up a camp site, rock climbing, rappelling, back packing, canoeing, orienteering, downhill and cross country skiing, spelunking, cross country bicycling, and drown proofing. (Offered jointly with the Department of Physical Education.)

211, 212. First Year Advanced. (2, 2) Small unit tactics, communications and military orienteering, military formations, and advanced military skills. Lab-1½ hours per week. P-Credit for Basic. Enrichment subject required.*

251, 252. Second Year Advanced. (2, 2) Planning and supervision of leadership laboratory program, active duty orientation, military administration, law, and logistics. Enrichment subject required.* Lab-1½ hours per week. P-Military Science.

Music

Annette LeSiege, Chairman
Assistant Professors Christopher Giles, Annette LeSiege, John V. Mochnick
Director of Bands R. Davidson Burgess
Instructors Gilda Glazer, Lucille S. Harris, David B. Levy, Donna Mayer-Martin, Teresa Radomski

The major in music consists of a basic curriculum of thirty-eight credits: Music Theory 171-174 (twelve credits), Music History 181-184 (twelve credits), ten credits of applied music, and four semesters of ensemble.

The music major supplements this basic curriculum with ten additional credits of elective courses in music. In addition to the course work, students graduating with a major in music are required to present a senior recital.

Highly qualified majors may be invited to apply for admission to the honors program in music. To be graduated with the designation "Honors in Music," a candidate must complete one of the following requirements: (1) a senior research paper, (2) an original composition, or (3) an analytical lecture related to music performed by the candidate in a public recital.

Any student interested in majoring in music should consult the chairman of the department as soon as possible after entering the University.

**This subject, either elective or required, furthers the professional qualifications of the student as a prospective officer in the U.S. Army. This does not require additional hours above and beyond the normal semester course requirements. In cases where a student is pursuing a discipline which is narrowly restricted with few electives, the Professor of Military Science can resolve any conflict in favor of the student's degree requirements.*

Music Theory

101. Introduction to the Language of Music. (3, 4) Basic theoretical concepts and musical terminology. Survey of musical styles, composers, and selected works from the Middle Ages through the twentieth century. For students not majoring in music.

102. Language of Music. (3, 4) Study of major works from the Middle Ages through the twentieth century. For students not majoring in music. P-101 or permission of the instructor.

105. Music Theory for Non-Majors. (4) A study and application of music fundamentals and music theory for the non-music major. A combination of theoretical skills for analysis and stylistic composition (key signatures, scales, intervals, triads, seventh chords) and musical skills (sight singing, ear training, keyboard harmony). P-101 or permission of the instructor.

***171. Music Theory I.** (3) Fundamentals. Theoretical and compositional techniques of the Middle Ages and Renaissance. Sight-singing, analysis, and compositional practice in music to 1600. Introduction to sixteenth century counterpoint.

***172. Music Theory II.** (3) Theoretical and compositional techniques of the music of the Baroque. Continuation of 171, with emphasis on common practice period harmony. Chorale style and fugue. P-Music 171/181.

***173. Music Theory III.** (3) Theoretical and compositional techniques of the music of the late eighteenth and nineteenth centuries. Continuation of 172, with emphasis on the expanding harmonic system and form. P-Music 172/182.

***174. Music Theory IV.** (3) Theoretical and compositional techniques of music in the twentieth century. Continuation of 173, with emphasis on twentieth century compositional practices and philosophies. Beginning of development of personal compositional style. P-Music 173/183.

270. Sixteenth Century Counterpoint. (2) Analysis of sixteenth century contrapuntal music, in particular that of Palestrina. Examination of Renaissance writings on counterpoint. Composition of canon and motet. *Offered in alternate years.* P-Music 174/184.

271. Eighteenth Century Counterpoint. (2) Analysis of eighteenth century contrapuntal styles, with concentration on the *Well-Tempered Clavier* and *Art of the Fugue* of J. S. Bach. Composition of invention, canon, and fugue. *Offered in alternate years.* P-Music 174/184.

272. Analysis Seminar. (2) A study of analytical writings of theorists and composers and the development of practical skills as they can be used in research and performance preparation. *Offered in alternate years.* P-Music 174/184.

273. Composition. (1 or 2) Individual instruction in the craft of musical composition. May be repeated for credit. P-Permission of the instructor.

**Music 171-174 must be taken simultaneously with Music 181-184.*

275. History of Theory. (2) A study of theoretical writing on musical acoustics, instruments, and notation from classical Greece to the present. *Offered in alternate years.* P-Music 174/184.

276. Current Practices. (2) A survey of twentieth century compositional techniques, notation, and performance problems involving the study of music and theoretical writings associated with major trends from 1900 to the present. *Offered in alternate years.* P-Music 174/184.

Music History

103. Great Composers. (4) A study of composers considered outstanding either because of their works or because of their influence on the history of music. A different composer is offered each semester. P-Music 101 or permission of the instructor.

a. Machaut
b. Dufay
c. Ockeghem
d. Josquin
e. Monteverdi
f. Bach
g. Haydn
h. Mozart
i. Beethoven
j. Schubert
k. Wagner
l. Stravinsky
m. Berg
n. Brahms
p. Handel
r. Bartok

124. Chamber Music. (2) Study of the history and repertoire of chamber music from the late Baroque to the twentieth century. Classroom work combined with actual rehearsal and performance of chamber repertoire. May be repeated for credit. P-Audition and permission of the instructor.

***181. Music History I.** (3) Survey of the history of music in the Middle Ages and Renaissance to 1600. Included are readings in the cultural history and related arts of the eras.

***182. Music History II.** (3) Survey of the history of music in the Baroque to 1750. Included are readings in the cultural history and related arts of the era. P-Music 171/181.

***183. Music History III.** (3) Survey of the history of music in the Classical and Romantic eras to 1900. Included are readings in the cultural history and related arts of the eras. P-Music 172/182.

***184. Music History IV.** (3) Survey of the history of music in the twentieth century. Included are readings in the cultural history and related arts of the era. P-Music 173/183.

211. Seminar in Church Music. (4) A survey of the great oratorios, cantatas, anthems, hymns, and organ compositions of the church, with emphasis on their liturgical setting. P-Music 174/184.

212. Music in the Church. Function of the church musician and the relationship of his or her work to the church program. P-Music 174/184.

**Music 181-184 must be taken simultaneously with Music 171-174.*

215. Philosophy of Music. (2) A survey of philosophical writings about music. Musical aesthetics; social, religious, and political concerns. P-Music 174/184.

219. Seminar in Medieval Music. (4) A study of medieval music, its philosophy, theory (including notational practices), and performance practices. Areas receiving special emphasis are Gregorian chant repertoire, the Notre Dame School, *Ars Antiqua*, and *Ars Nova*. P-Music 171/181 or permission of the instructor.

220. Seminar in Renaissance Music. (4) A study of music from 1400 to 1600, its theory (including notational practices), and performance practices. The study begins with the Burgundian School, with special areas of emphasis the Netherlands composers and the late Renaissance madrigal. P-Music 171/181 or permission of the instructor.

221. Seminar in Baroque Music. (4) Musical activity from about 1600 to Bach and Handel. Special emphasis on the development of national styles and their resolutions toward the end of the era. P-Music 172/182 or permission of the instructor.

222. Seminar in Eighteenth Century Music. (4) Musical developments from the sons of Bach through the Viennese Classicism of Haydn, Mozart, and Beethoven. P-Music 173/183 or permission of the instructor.

223. Seminar in Nineteenth Century Music. (4) Music from the latter part of Beethoven's career through Wagner and Brahms. Special emphasis on the post-Beethoven schism and its ramifications. P-Music 173/183 or permission of the instructor.

224. Seminar in Twentieth Century Music. (4) A study of the major musical styles, techniques, and media of contemporary music from Debussy to the present. P-Music 174/184 or permission of the instructor.

Music Education

185. Choral Methods. (2) A summary course designed to acquaint the student with representative choral literature from all periods. Both sacred and secular works studied from a stylistic and historical perspective; attention given to liturgical function, performance practices, and music bibliography. *Offered in alternate years.* P-Permission of the instructor.

186. String Instruments. (2) Fundamentals of playing and teaching all instruments of the string family. *Offered in alternate years.*

187. Woodwind Instruments. (2) Fundamentals of playing and teaching all principle instruments of the woodwind family. *Offered in alternate years.*

188. Brass and Percussion Instruments. (2) Fundamentals of playing and teaching brass and percussion instruments. *Offered in alternate years.*

280. Orchestration. (4) A study of the orchestral and wind band instruments, how composers have used them throughout history, and the development of practical scoring and manuscript skills. *Offered in alternate years.* P-Music 174/184.

282. Conducting. (4) A study of choral and instrumental conducting techniques,

including practical experience with ensembles. *Offered in alternate years.* P-Music 174/184.

284. Music Literature Seminar. (3 or 4) A survey of repertoire, including an examination of teaching materials in the student's special area of interest. P-Music 174/184 and permission of the instructor.

291. Teaching of Music. (4) The teaching and supervision of choral and instrumental music in the public schools, all grades. P-Music 174/184.

Honors and Individual Study

298. Individual Study. (2 or 4) A project in an area of study not otherwise available in the department. By prearrangement.

299. Honors in Music. (4) Individual study for honors candidates who have fulfilled the specific requirements.

Ensemble

Departmental ensembles are open to all students. Credit is earned on the basis of one credit per semester of participation.

111. Opera Workshop. Study, staging, and performance of standard and contemporary operatic works. P-Permission of the instructor.

112. Collegium Musicum. An ensemble stressing the performance practices and the performance of music of the medieval, Renaissance, and Baroque eras. Open to vocalists and instrumentalists.

113. Orchestra. Study and performance of orchestral works from the classical and contemporary repertoire. P-Audition.

115. Choral Union. A large oratorio chorus which concentrates on the performance of major choral works. P-Audition.

115a. Concert Choir. A select touring choir of forty-five voices which performs a variety of choral literature from all periods. P-Audition.

117. Marching Deacons Band. Performs for most football games. Meets twice weekly. No audition required. *Fall.*

118. Concert Band. Study and performance of music for wind band. P-Permission of the instructor. *Spring.*

119. Symphonic Wind Ensemble. Study and performance of music for wind ensemble. Regular performances on and off campus, including an annual tour. P-Audition.

121. Jazz Ensemble. Study and performance of written and improvised jazz for a twenty-member ensemble. P-Audition.

123. Piano Ensemble. Study of the elements of accompanying and ensemble playing through class discussion and studio experience. P-Permission of the instructor.

Applied Music

Applied music courses are open to all students with the permission of the instructor. Credit is earned on the basis of lesson duration and weekly preparation. One credit per semester implies a half-hour of instruction weekly and a minimum of one hour of daily practice. Two credits per semester imply an hour of instruction weekly and a minimum of two hours of daily practice. With the permission of the music faculty and with a proportional increase in practice, a student may earn three or four credits per semester. Students in applied music who do not have basic knowledge of notation and rhythm are advised to enroll in Music 101 either prior to or in conjunction with applied study. An applied music fee and practice fee are charged for all individual instruction.

161, 261. Individual Instruction. (1 or 2) May be repeated for credit. Technical studies and repertoire of progressive difficulty selected to meet the needs and abilities of the student.

a. violin	*f. oboe*	*k. French horn*	*p. piano*
b. viola	*g. clarinet*	*l. trombone*	*q. percussion*
c. cello	*h. bassoon*	*m. baritone*	*r. guitar*
d. bass	*i. saxophone*	*n. tuba*	*v. voice*
e. flute	*j. trumpet*	*o. organ*	

165p. Class Piano. (1) Scales, chords, inversions, and appropriate repertoire, with emphasis on sight-reading, harmonization, and simple transposition. Designed for the beginning piano student.

165v. Class Voice I. (1) Introduction to the fundamental principles of singing; concepts of breath control, tone, and resonance.

166v. Class Voice II. (1) Continuation of fundamental vocal techniques. P-Music 165v or permission of the instructor.

167v. Theatrical Singing I: Class Voice (1) Basic techniques of singing, breath control, phonation, and resonance, with emphasis on theatrical projection. Study and performance of musical theatre repertoire. (One hour per week.)

168v. Theatrical Singing II: Class Voice (1) Continuation of theatrical singing techniques with increased study and performance of musical theatre repertoire. P-Music 167v or permission of the instructor. (One hour per week.)

190. Diction for Singers. (2) Study of articulation in singing, with emphasis on modification of English; pronunciation of Italian, German, and French. Development of articulatory and aural skills with use of the international phonetic alphabet. Individual performance and coaching in class. (Two hours per week.)

Philosophy

Gregory D. Pritchard, Chairman
Professors Robert M. Helm, Marcus B. Hester, Gregory D. Pritchard
Associate Professor Charles M. Lewis
Assistant Professor Ralph C. Kennedy III
Visiting Assistant Professor David Whiteside
Instructor Jon Larson

A major in philosophy requires thirty-six credits. The courses must include 261 and either 161 or 271, two courses from the history sequence (201, 211, 222), and one course from each of the following: 230, 231, 241, or 242; 279, 285, or 287; and 294 or 295.

The Spilman Philosophy Seminar, open to advanced students in philosophy, was established in 1934 through an endowment provided by Bernard W. Spilman. The income from the endowment is used for the seminar library, which now contains about 4,000 volumes. Additional support for the library and other departmental activities is provided by the A. C. Reid Philosophy Fund, which was established in 1960 by friends of the department. The furniture in the library and seminar room was donated in honor of Claude V. Roebuck and Mr. and Mrs. W. A. Hough by their families.

Two distinguished alumni of the College have made possible the establishment of a lectureship and a seminar. The late Guy T. Carswell has endowed the Guy T. and Clara Carswell Philosophy Lectureship, and a gift from James Montgomery Hester the Hester Philosophy Seminar. In addition, a lectureship bearing his name has been instituted in honor of Claude V. Roebuck.

Highly qualified majors are invited by the department to apply for admission to the honors program in philosophy. To be graduated with the designation "Honors in Philosophy," a student must submit an acceptable prospectus for an honors thesis by November for graduation in the spring semester or by May for graduation in the fall semester, present a satisfactory paper based on the prospectus, and show an acceptable level of performance in a discussion of the paper with the honors adviser and at least one other member of the departmental faculty.

133. Space and Time in Fact and Fiction. (4) Are space and time fundamentally different? Are they properties of the physical world or of minds only? Are they finite or infinite in extension and duration? Other questions cover problems and paradoxes in the concept of space and in the concept of time travel.

151. Basic Problems of Philosophy. (4) An examination of the basic concepts of several representative philosophers, including their accounts of the nature of knowledge, man, God, mind, and matter.

161. Logic. (4) An elementary study of the laws of valid inference, recognition of fallacies, and logical analysis.

171, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religious and philosophical ideas in the Western world from antiquity to modern times. Either Philosophy 171 or 172 satisfies the philosophy or religion require-

ment; both 171 and 172 satisfy both the philosophy and religion requirements; choice determined at registration.

201. Ancient and Medieval Philosophy. (4) A study of philosophical problems such as the nature of faith, reason, universals, and God in the thought of Plato, Aristotle, Augustine, Abelard, Anselm, Aquinas, and Ockham. P-Philosophy 151, 171, or 172.

211. Modern Philosophy. (4) A survey of major philosophers from Descartes to Nietzsche. P-Philosophy 151, 171, or 172.

222. Contemporary Philosophy. (4) A survey of major philosophers from Russell to Sartre. P-Philosophy 151, 171, or 172.

230. Plato. (4) A detailed analysis of selected dialogues, covering Plato's most important contributions to ethics, political philosophy, theory of knowledge, metaphysics, and theology. P-Philosophy 151, 171, or 172.

231. Aristotle. (4) A study of the major texts, with emphasis on metaphysics, ethics, and theory of knowledge. P-Philosophy 151, 171, or 172.

241. Kant. (4) A detailed study of selected works covering Kant's most important contributions to theory of knowledge, metaphysics, ethics, and religion. P-Philosophy 151, 171, or 172.

242. Hegel, Kierkegaard, and Sartre. (4) An examination of selected sources embodying the basic concepts of Hegel, Kierkegaard, and Sartre, especially as they relate to each other in terms of influence, development, and opposition. P-Philosophy 151, 171, or 172.

261. Ethics. (4) A critical study of selected problems and representative works in ethical theory. P-Philosophy 151, 171, or 172.

271. Symbolic Logic. (4) Basic concepts and techniques of modern deductive logic, beginning with the logic/truth functions and quantification theory. Attention given to advanced topics such as descriptions, classes, and number, and to issues in the philosophy of logic.

275. Concepts of the Self: (4) A systematic examination of selected texts, classical and contemporary, dealing with the origin, nature, powers, and fate of the self. Authors studied include Plato, Aristotle, Descartes, Locke, Hume, Kant, and Wittgenstein. Not open to students who have credit for Philosophy 137. P-Philosophy 151, 171, or 172.

279. Philosophy of Science. (4) A systematic exploration of the conceptual foundations of scientific thought and procedure. P-Philosophy 151, 171, or 172.

282. Philosophy of Law. (4) A philosophical inquiry into the nature of law and its relation to morality. Classroom discussions of readings from the works of classical and modern authors focus on issues of contemporary concern involving questions of legal principle, personal liberty, human rights, responsibility, justice, and punishment. P-Philosophy 151, 171, or 172.

285. Philosophy of Art. (4) A critical examination of several philosophies of art,

with emphasis upon the application of these theories to particular works of art. P-Philosophy 151, 171, or 172.

287. Philosophy of Religion. (4) A systematic analysis of the logical structure of religious language and belief, including an examination of religious experience, mysticism, revelation, and arguments for the nature and existence of God. P-Philosophy 151, 171, or 172.

290. Readings in Philosophy. (4) A discussion of several important works in philosophy or closely related areas. P-Philosophy 151, 171, or 172.

292. Wittgenstein. (4) A senior seminar in which the work of Ludwig Wittgenstein on several central philosophical problems is studied and compared with that of Frege, James, and Russell. Topics include the picture theory of meaning, truth, scepticism, private languages, thinking, feeling, the mystical, and the ethical. P-Philosophy 151, 171, or 172.

294. Seminar in Epistemological Problems. (4) A senior course requiring a major research paper. P-Philosophy 151, 171, or 172.

295. Seminar in Metaphysical Problems. (4) A senior course requiring a major research paper. P-Philosophy 151, 171, or 172.

297, 298. Seminar: Advanced Problems in Philosophy. (4, 4) Senior courses treating selected topics in philosophy. P-Philosophy 151, 171, or 172.

Physical Education

William L. Hottinger, Chairman
Associate Professors William L. Hottinger, Paul M. Ribisl
Assistant Professors W. Thomas Boone, Dorothy Casey, Leo Ellison, Walter Rejeski
Visiting Assistant Professor Sarah D. Hutslar
Lecturer J. William Dellastatious
Instructors Donald Bergey, Deborah S. David, Gail L. Sailer, Gale Chamblee

The purpose of the Department of Physical Education is to organize, administer, and supervise (1) *a required physical education program* consisting of conditioning activities, varied team and individual sports, and special corrective and remedial instruction to all students with physical problems according to the individual's need; *(2) an intramural sports program* which allows all students to participate and specialize in sports which can be of lifelong benefit; *(3) a supervised recreation program* consisting of varied recreational and leisure time activities; and (4) *a professional education program* which offers the necessary preparation for those interested in the fields of health, physical education, recreation, and athletic coaching.

Physical Education Requirement

All entering students are required to complete two semesters of physical education: Physical Education 111, *Foundations of Health and Physical Fitness*, and one additional course selected from the 100-series of physical education courses.

The requirement must be met before enrollment in additional elective courses. It is recommended that the requirement be completed by the end of the student's first year; it must be completed by the end of the second year.

Courses in Basic Instruction and Elective Physical Education

111. Foundations of Health and Physical Fitness
112. Sports Proficiency
113. Adaptive Physical Education
114. Weight Control
115. Physical Conditioning
116. Weight Training
120. Beginning Dance Technique
121. Intermediate Dance Technique (P-Physical Education 120 or permission of the instructor)
122. Advanced Dance Technique (P-Physical Education 121 or permission of the instructor)
123. Dance Composition (P-Physical Education 121)
124. Social Dance
125. Folk/Square Dance
130. Beginning Tumbling/Free Exercise
131. Intermediate Tumbling/Free Exercise
132. Beginning Gymnastic Apparatus
133. Intermediate Gymnastic Apparatus
134. Acro-Sports
140. Beginning Swimming
141. Intermediate/Advanced Swimming
142. Beginning Scuba Diving
143. Water Ballet/Synchronized Swimming
144. Springboard Diving
145. Advanced Lifesaving and Cardio-Pulmonary Resuscitation (P-Strong swimming ability)
146. Water Safety Instructor's Course (P-Current advanced lifesaving certification)
150. Beginning Tennis
151. Intermediate Tennis
152. Advanced Tennis (P-Physical Education 151 or permission of the instructor)
153. Beginning/Intermediate Racquetball
154. Beginning/Intermediate Badminton
155. Beginning Squash Racquets
160. Beginning Golf
161. Intermediate Golf
162. Archery
163. Bowling
164. Beginning/Intermediate Handball
165. Recreational Games
170. Volleyball
171. Soccer

175. Wrestling
176. Fencing
179. Beginning Horseback Riding
180. Intermediate/Advanced Horseback Riding
181. Snow Skiing
182. Beginning Ice Figure Skating
190. Sports Option

Courses for the Major

Students desiring to elect a major in physical education and health to satisfy the state requirements for a teaching certificate must be of junior standing. Biology 111 and 150 are required, along with the following courses in physical education and health: 220, 221, 222, 224, 230, 240, 250, 352, 353, 357, 360, and 363.

Highly qualified majors are invited by the department to apply for admission to the honors program in physical education. To be graduated with the designation "Honors in Physical Education," they must participate satisfactorily in Physical Education 382 and pass a comprehensive written examination. Upon satisfactory completion of these requirements they are recommended for graduation with "Honors in Physical Education." For additional information members of the departmental faculty should be consulted.

Any student interested in majoring in physical education should consult the chairman of the department as soon as possible after entering the University.

201. Outdoor Exploration. (2) Introduction to various outdoor recreational and survival skills. (Offered jointly with Military Science.)

212. The Psychology of Sport. (3) A study of the psychological and sociological bases underlying sports, games, dance, and gymnastics and the impact these forces now have on society and culture.

220. Methods and Materials in Aquatics. (2) Presentation of knowledge, skill, and methods of teaching aquatics.

221. Methods and Materials in Gymnastics and Dance. (4) Presentation of knowledge, skill, and methods of teaching gymnastics and dance.

222. Methods and Materials in Teaching and Coaching Team Sports. (4) Presentation of knowledge, skill, and methods of teaching, coaching, and officiating team sports.

224. Methods and Materials in Team and Individual Sports. (4) Theory and practice in organization and teaching selected individual and dual sports in a comprehensive physical education program.

230. First Aid and Athletic Training. (2) A study of first aid techniques and the care and treatment of athletic injuries.

240. Physical Education for Pre-School and Elementary School. (3) A study of the developmental stages of fundamental motor skills and a presentation of methods of teaching physical education activities to the pre-school and elementary school child.

250. Principles, Organization, and Administration of Health, Physical Education and Athletics. (4) A study of principles, organization, and administration of health physical education, and athletics.

310. Applied Field Study. (2) A course involving application of theory and methods of solving problems in a specialized area according to the student's immediate career goals. P-Physical Education 251 or permission of the instructor.

352. Anatomy and Physiology. (5) A course to provide students of physical education with a functional knowledge of the anatomical structure and physiological function of the human body.

353. Physiology of Exercise. (4) The course presents the many effects of muscular activity on the processes of the body which constitute the scientific basis of physical education.

357. Kinesiology and Adapted Physical Education. (5) A study of the principles of human motion based on anatomical, physiological, and mechanical principles and the application of these principles along with other special considerations in developing a program for the atypical student.

360. Evaluation and Measurement in Health and Physical Education. (3) A course in measurement techniques and beginning statistical procedures to determine pupil status in established standards of health and physical education which reflect the prevailing educational philosophy.

363. Personal and Community Health and Safety Education. (3) A course presenting personal, family, and community health problems; a study of safety in the schools.

382. Individual Study in Health and Physical Education. (1-4) Library conferences and laboratory research performed on an individual basis.

Physics

George P. Williams Jr., Chairman
Professors Robert W. Brehme, Ysbrand Haven, Howard W. Shields, George P. Williams Jr.
Associate Professor William C. Kerr
Visiting Assistant Professor Ward A. Riley

The program of courses for each student majoring in physics is developed through consultation with the student's major adviser and may lead to either a Bachelor of Arts or a Bachelor of Science degree. The B.A. degree requires a minimum of basic physics courses and allows a wide selection of electives related to the student's interests in other disciplines. The B.S. degree is designed to prepare students for careers in physics, perhaps beginning with graduate study.

The Bachelor of Arts degree in physics requires thirty-seven credits in physics and must include courses 141, 161, 162, 345, and two from 230, 352, and 351. The Bachelor of Science degree in physics requires forty-five credits in physics and must include courses 311, 312, 343, 344, 345, and 346. For either degree, two courses in chemistry or the equivalent and Mathematics 251 are required.

A typical schedule for the first two years:

Freshman	*Sophomore*
Basic and divisional requirements	Basic and divisional requirements
Physics 111, 112 or 121, 122	(five courses)
Mathematics 111, 112	Physics 141, 162
Foreign Language	Mathematics 251

If this sequence is followed, the physics major may be completed in such a way as o allow considerable flexibility in exercising various options, such as the five-year 3.A./M.S. program. This saves not only time and tuition, but may be profitable in ther ways.

If Physics 111-112 or 121-122 is not taken in the freshman year, one of the equences may be taken in the sophomore year; the degree requirements in physics nay still be completed by the end of the senior year. No student may be a candidate or a degree with a major in physics with a grade less than C in general physics ithout special permission of the department.

Highly qualified majors are invited by the department to apply for admission to he honors program in physics. To be graduated with the designation "Honors in hysics," they must complete satisfactorily Physics 381 and pass a comprehensive vritten examination. For additional information on these programs or on the ngineering program the chairman or a member of the departmental faculty hould be consulted.

01. Conceptual Physics. (5) A non-mathematical introduction to the essential rinciples of classical and modern physics based on a conceptual treatment of the nore exciting contemporary aspects of the subject. Credit not allowed for both 101 nd 111. Lab-two hours.

04. Introductory Physics for Teachers. (3) No lab. Does not satisfy Division II equirements.

05. Descriptive Astronomy. (4) An introductory study of the universe, from the olar system to the galaxies.

06. Physics and the Sounds of Music. (3 or 4) A study of the production, ropagation, and perception of musical sounds. Satisfies no divisional require-nents. No prerequisites; no lab.

08. Energy and the Environment. (2) A descriptive, non-mathematical introduc-ion to the concept of energy and its role in the environment. Does not satisfy Division II requirements.

11, 112. Introductory Physics. (5, 5) Essentials of mechanics, wave motion, heat, ound, electricity, magnetism, optics, and modern physics for freshmen and ophomores. Lab-two hours.

21, 122. General Physics. (5, 5) A course designed for those who expect to major n physics or chemistry. A calculus treatment of the topics covered in 111, 112. A tudent may not receive credit for both this course and Physics 111, 112. Lab-two ours. C-Mathematics 111.

141. Elementary Modern Physics. (4) The development of twentieth centur physics and an introduction to quantum ideas. P-Physics 112 or 121; C-Mathemati 112.

161. Applied Mechanics. (5) The fundamental principles of mechanics. Lab-thre hours. *Offered in the spring of even-numbered years.* P-Physics 111 or 121 an Mathematics 111 or equivalent.

162. Introductory Electricity. (5) The fundamental principles of electricty magnetism, and electromagnetic radiation. Lab-three hours. P-Physics 11 C-Mathematics 112.

230. Electronics. (4) Introduction to the theory and application of transistors an electronic circuits. Lab-three hours. *Offered in the fall of odd-numbered years.* P-Physic 162 or equivalent.

301, 302. Physics Seminar. (0, 0) Discussion of contemporary research, usually wit visiting scientists. Attendance required of junior and senior physics majors.

311. Mechanics. (4) A junior/senior level treatment of analytic classical mechanic P-Mathematics 251.

312. Electromagnetic Theory. A junior/senior level treatment of classical electr magnetic theory. P-Physics 162 and Mathematics 251.

331, 332. Acoustics I, II. (4, 4) A study of the fundamental principles an applications of the generation, transmission, and reception of sound and it interaction with various media.

343, 344. Modern Physics. (4, 4) Application of the elementary principles o quantum mechanics to atomic and molecular physics.

345, 346. Modern Physics Laboratory. (1, 1) The laboratory associated with Physic 343, 344. Lab-three hours.

351. Thermodynamics and Statistical Mechanics. (4, 4) Introduction to classica and statistical thermodynamics and distribution functions. *Offered in the spring o odd-numbered years.*

352. Physical Optics and Spectra. (5) A study of physical optics and the quantun treatment of spectra. Lab-three hours. *Offered in the fall of even-numbered years*

381. Research. (4) Library, conference, and laboratory work performed on a individual basis.

Politics

James A. Steintrager, Chairman
Professors C. H. Richards Jr., James A. Steintrager
Professor of History and Asian Studies Balkrishna Govind Gokhale
Associate Professors David B. Broyles, Jack D. Fleer, Carl C. Moses, Jon M. Reinhardt, Donald O. Schoonmaker, Richard D. Sears
Instructor Robert L. Utley

In its broadest conception, the aim of the study of politics is to understand th way in which policy for a society is formulated and executed and to understand th

ioral standards by which policy is or ought to be set. This center of interest is often escribed alternatively as the study of power, of government, of the state, or of uman relations in their political context. For teaching purposes, the study of olitics has been divided by the department into the following fields: (1) American olitics, (2) comparative politics, (3) political philosophy, and (4) international olitics. Introductory courses in the first three of these fields provide broad and exible approaches to studying political life.

The major in politics consists of thirty-six credits, of which no more than four redits may be earned in January courses. The courses must include the following: t) a first course selected from Politics 113, 114, or 115; (b) any one introductory or dvanced course in each of the four fields of the discipline, restricted to on-seminar courses; (c) one seminar in politics (usually a student takes no more ian one seminar in each field and no more than three seminars overall). A ninimum grade average of C on all courses attempted in politics is required for raduation. Majors should consult with their advisers concerning additional egulations.

Highly qualified majors are invited by the department to apply for admission to ie honors program in politics. To be graduated with the designation "Honors in olitics," they must successfully complete Politics 284 and one seminar course. For dditional information members of the departmental faculty should be consulted.

A student who selects politics to fulfill the Division IV requirement must take one f the following courses: Politics 113, 114, or 115. No introductory level course is equired for students taking a politics course as an elective unless such a rerequisite is specified in the course description.

Introductory Courses

A student may take any one of the following as the first course in the department; iore than one may be taken. Ordinarily a student is expected to take Politics 113 as ie first course.

113. Introduction to Politics: American Politics. (4) The nature of politics, olitical principles, and political institutions, with emphasis on their application to ie United States.

114. Introduction to Politics: Comparative Politics. (4) Political processes and rinciples as applied to traditional, developing, and mature states.

115. Introduction to Politics: Political Theory. (4) Major systematic statements of ie rules and principles of political life. Representative writers are Tocqueville,)ahl, and Aristotle.

American Politics

210. Public Policy Analysis. (4) Analysis of the substance of public problems and olicy alternatives. Examination of why government pursues certain policies and ie consequences of those policies.

211. Political Parties and Voting Behavior. (4) An examination of party

competition, party organizations, the electorate and electoral activities of partie and the responsibilities of parties for governing.

213. Public Administration. (4) Introduction to the study of public administratio emphasizing policy-making in government agencies.

218. Congress and Policy-Making. (4) An examination of the composition authority structures, external influences, and procedures of Congress wit emphasis on their implications for policy-making in the United States.

220. The American Presidency. (4) Emphasis on the office and the rol contributions by contemporary presidents considered in perspective.

221. North Carolina Politics. (4) A study of three major components of the state political system: electoral competition, legislative politics, and executive politic (particularly the office of governor). *Offered in January.*

222. Urban Problems and Politics. (4) Political structures and processes i American cities and suburbs as they relate to the social, economic, and politica problems of the metropolis.

225. American Constitutional Law: Separation of Powers and the Federal Syster (4) An analysis of Supreme Court decisions affecting the three branches of th national government and federal/state relations.

226. American Constitutional Law: Civil Liberties. (4) Judicial interpretations o First Amendment freedoms, racial equality, and the rights of the criminall accused.

227. Politics, Law, and the Legal Process. (4) Analysis of the nature and possibl sources of law, the proper role of law in social change, structure and process in th legal system, and the impact of legally decided policies on society, including thei propensity for justice and fairness in American democratic society.

228. Watergate. (3, 4) An investigation of the Watergate crisis in the context of th political scandals of American history.

Comparative Politics

231. Western European Politics. (4) Analysis of the political systems of Grea Britain, France, and Italy, focusing primarily on the problems of stable democracy

232. Government and Politics in the Soviet Union. (4) Analysis of the institution and processes of politics in the USSR and examination of political developments i the other states of Eastern Europe.

233. Modern German Politics. (4) A study of the political systems of twentiet century Germany, with comparison of political behavior and governmenta institutions of West Germany and East Germany.

234. Government and Politics in East Asia. (4) An analysis of the politica institutions and processes in China and Japan, with emphasis on the problem o modernization.

235. The Politics of Revolution. (4) The comparative study of revolution as

istorical phenomenon and as an alternative means of change in the contemporary orld. Analysis of the nature, the background and causes, the processes, the rieties, and the consequences of revolution, and an attempt to assess the pabilities or potential of some current movements purporting to be revolution-y. Some revolutions receiving particular attention are those of England, France, ussia, Mexico, Cuba, and China, and some broad movements included are the ew Left and contemporary anarchism in the United States and Western Europe.

36. Government and Politics in Latin America. (4) Comparative analysis of the istitutions and processes of politics in the Latin American region.

38. History, Culture, and Political Change. (4) The study of how major cultures rticulate or symbolize their existence either in history or moving through history. pecial attention given to an evaluation of current concepts applied to political hange.

39. Comparative Bureaucratic Elites. (4) An investigation of the role of top civil ervants in the decision-making process of industrialized political systems. The ilemma of bureaucratic power and democratic accountability explored in the olitical systems of the United States, West Germany, Great Britain, France, Italy, nd one of the Scandinavian countries.

40. Socialism in Cuba. (4) An intensive study of contemporary Cuba embracing onsideration of several aspects: the origins and course of development of the uban variety of socialism; the political, economic, and social structures, methods, olicies, and goals; the status and role of leaders and institutions; comparison with ome other major Marxist regimes; and prospects for the future. *Offered in January.*

41. Politics in Mexico. (4) A study of Mexican political life from historical and ociocultural perspectives, focusing particularly upon the subject of political culture nd socialization. One week on campus, the remainder in Mexico. *Offered in anuary.*

42. Problems in Comparative Politics. (4) An intensive study of one or more ajor problems in contemporary comparative politics.

45. Government and Politics of South Asia. (4) A study of the governments of ndia, Pakistan, Nepal, and Ceylon. Emphasis on political organizations, party tructures, and subnational governmental systems.

48. Political and Economic Systems. (4) An investigation of the way in which olitical and economic systems impinge on each other. The chief focus is on the way n which a particular economic system affects a political system. *Offered in January.*

International Politics

51. Fundamentals of International Politics. (4) Fundamental theoretical ques-ions of international politics, with special emphasis on existing international atterns.

52. Current Problems in International Politics. (4) An intensive study of one or nore major problems of contemporary international politics.

254. American Foreign Policy: Contemporary Problems. (4) A critical examina tion of different methods of studying American foreign policy and of selecte policies followed by the United States since the early 1960s.

255. American Foreign Policy: The Cold War Period. (4) A critical examination o the forces which shape American foreign policy and of selected policies followe from World War II to the Cuban Missile Crisis.

256. The Cold War: Research in Washington, D. C. (4) The course focuses on Col War research in Washington, D.C., using the resources of the National Archive and the Library of Congress. *Offered in January.*

Political Philosophy

271. Plato, Aristotle, and Classical Political Philosophy. (4) An examination of th nature and goals of the classical position, with attention both to its origins in ancien Athens and its diffusion through Rome and the medieval world. Representative writers are Plato, Aristotle, and Cicero.

272. Equality and Liberty. (4) The arguments for and against democracy and republicanism, majority rule, and the rights of man. Representative writers are Rousseau and Mill.

273. Radical Critiques of Political Society. (4) Anarchist, socialist, and communist criticisms of and alternatives to existing political societies, with special attention t such problems as utopianism and alienation. Representative writers are Marx and Nietzsche.

275. Theory of the American Polity. (4) Critical examination of the intent of the Framers and the nature of the American polity. Representative writers are the Federalists, Jefferson, and Lincoln. Does not meet theory distribution requirement for majors.

278. Foundations of Modern Political Philosophy. (4) An examination of the essential writings of thinkers who broke with the past in an attempt to establish a more "realistic" approach to the study of politics. Representative writers are Machiavelli, Hobbes, and Locke.

279. Minor Classics in Political Thought. (4) The study of one or two authors of importance not ordinarily covered in courses in political thought or the study of minor writings of major authors. Examples: Xenophon, Averroes, Swift, and Locke's *First Treatise. Offered in January.*

Honors and Individual Study

284. Honors Study. (4) A conference course with a faculty committee. Readings in several fields provide the basis for an extensive paper on a subject of special interest to the student. This course is taken in the senior year by all candidates for departmental honors.

287. Individual Study. (2, 3, or 4) Internships, work/study projects, and other individual study programs.

Seminars

391. Seminar in American Politics. (4) Readings, research, and independent udy on selected topics. P-Permission of the department.

392. Seminar in Comparative Politics. (4) Readings, research, and independent tudy on selected topics. P-Permission of the department.

393. Seminar in International Politics. (4) Readings, research, and independent tudy on selected topics. P-Permission of the department.

394. Seminar in Political Philosophy. (4) Readings, research, and independent tudy on selected topics. P-Permission of the department.

Psychology

John E. Williams, Chairman
Professors Robert C. Beck, Robert H. Dufort, John E. Williams
Associate Professors David W. Catron, Philippe R. Falkenberg, David Allen Hills, Charles L. Richman, John J. Woodmansee
Assistant Professor Cecilia H. Solano
Adjunct Assistant Professor Frank B. Wood
Visiting Assistant Professor Jean C. Seeman
Lecturer Brian M. Austin
Instructors Deborah L. Best, Kathryn B. Williams
Adjunct Instructors Sam T. Manoogian, David A. Stump

Psychology 151 is prerequisite to all courses of a higher number. Courses numbered below 151 do not count toward Division IV requirements or toward the major in psychology. Psychology 211, or special permission of the instructor, is prerequisite for all 300-level courses except 313, 335, 344, 358, and 367.

It is recommended that students who are considering psychology as a major take Psychology 151 in their freshman year and Psychology 211 in the fall of their sophomore year. An average of C in psychology courses is required at the time the major is elected. The major in psychology requires the completion of a minimum of forty credits in psychology, including 151, 211, 212, and 313. In addition, the major student must complete one course from each of the following groups: 320, 326, 329, and 333; 341, 351, 355, and 362. No more than forty-eight psychology credits may be counted toward the graduation requirement.

Highly qualified majors are invited by the department to participate in the honors program in psychology. To be graduated with the designation "Honors in Psychology," the student must complete satisfactorily a special sequence of courses (381, 383) and pass an oral or written examination. In addition, the honors student normally has a non-credit research apprenticeship with a faculty member. For more detailed information members of the departmental faculty should be consulted.

100. Learning to Learn. (4) A workshop to help people improve their learning skills through the application of basic principles of learning, remembering, and so forth. Students at all levels welcomed. No prerequisite. Pass/Fail only.

102. Exploration of Career Planning. (4) Examination of educational/vocational

planning as a personal process, based on knowledge of self and the work world. No prerequisite.

151. Introductory Psychology. (4) A systematic survey of psychology as the scientific study of behavior. Prerequisite to all courses of a higher number.

211, 212. Research Methods in Psychology. (5, 5) Introduction to the design and statistical analysis of psychological research. Lab-twice weekly. P-Psychology 151.

239. Altered States of Consciousness. (4) Examination of altered states of consciousness with special reference to sleep and dreams, meditation, hypnosis, and drugs. P-Psychology 151.

241. Developmental Psychology. (3 or 4) Survey of physical, emotional, cognitive, and social development in humans from conception to death. P-Psychology 151.

245. Survey of Abnormal Behavior. (3 or 4) Study of problem behaviors such as depression, alcoholism, antisocial personality, the schizophrenias, and pathogenic personality patterns, with emphasis on causes, prevention, and the relationships of these disorders to normal lifestyles. P-Psychology 151.

250. Psychology Abroad. (4) The study of psychology in foreign countries. Content and travel plans vary from year to year depending upon interests of faculty and students. *Usually offered in January.* P-Psychology 151.

255. Theories of Personality. (3 or 4) A comparative study of classical and contemporary theories of human personality. P-Psychology 151.

260. Social Psychology. (3 or 4) A survey of the field, including theories of social behavior, interpersonal attraction, attitudes and attitude change, and group behavior. P-Psychology 151.

264. The Therapeutic Process. (4) Theories and laboratory practice of a variety of psychotherapeutic methods, with special emphasis on developing the student's facilitative skills as a therapeutic agent. P-Psychology 151.

265. Human Sexuality: A Changing Scene. (4) An exploration of the psychological and physiological aspects of human sexuality, with attention to changing sexual mores, sexual deviances, sexual dysfunction, and sex-related roles. P-Psychology 151.

268. Psychology of Business and Industry. (3 or 4) Psychological principles and methods applied to problems commonly encountered in business and industry. P-Psychology 151.

270. Topics in Psychology. (1, 2, or 3) The student selects from among a group of short one-credit courses dealing with topics of special interest. The courses meet sequentially, not concurrently, and options are offered in each portion of the semester. P-Psychology 151.

270A. Aggression
270B. Applications of Psychology
270C. Biofeedback
270D. Brain/Behavior Relations
270E. Emotion
270F. Human Sexuality
270G. Information-Processing
270H. Intelligence

270I. Race and Young Children
270J. Memory
270K. Psychology and Politics
270L. Sex Stereotypes and Roles
270M. The Gifted and Creative Person
270N. Liking and Loving Relationships

275. Issues in Psychology. (4) Seminar on contemporary theoretical and research issues in psychology. P-Psychology 151.

280. Directed Study. (1-4) Student research performed under faculty supervision. P-Psychology 151 and permission of the instructor.

281. Individual Study. (4) A special project conducted under faculty supervision. P-Psychology 151 and permission of the department.

313. History and Systems of Psychology. (4) The development of psychological thought and research from ancient Greece to present trends, with emphasis on intensive examination of original sources. P-Psychology 151.

320. Physiological Psychology. (4) Neurophysiological and neuroanatomical explanations of behavior. P-Psychology 211 or permission of the instructor.

322. Behavior Genetics. (2) A study of the effects of genes and chromosomes on behavior and the importance of behavior in understanding evolution. P-Psychology 211.

323. Animal Behavior. (4) A survey of laboratory and field research on animal behavior. This course may count as biology or psychology but not both; choice to be determined at registration. P-Permission of the instructor.

326. Learning Theory and Research. (3 or 4) Survey of concepts and research in learning, with particular emphasis on recent developments. P-Psychology 211.

329. Perception. (4) Survey of theory and research findings on various sensory systems (vision, hearing, touch, taste). P-Psychology 211.

333. Motivation of Behavior. (3 or 4) Survey of basic motivational concepts and related evidence. P-Psychology 211.

335. Fundamentals of Human Motivation. (4) Description and analysis of some fundamental motivational phenomena, with special reference to human problems; includes reward and punishment, conflict, anxiety, affection, needs for achievement and power, aggression, creativity, and curiosity. P-Psychology 151.

341. Research in Child Development. (4) Methodological issues and selected research in child development. Research projects required. P-Psychology 211.

343. Developmental Disorders. (2) Delayed or distorted neural development studied in relation to major disturbances of learning and behavior in children and in the aging. P-Psychology 211.

344. Abnormal Psychology. (4) Descriptive analysis of the major types of abnormal behavior with attention to organic, psychological, and cultural causes and major modes of therapy. *Offered in the summer.* P-Psychology 151.

347. Mental Retardation. (2) A brief overview of mental retardation covering current definitions, diagnostic procedures, primary known causal factors, and treatment procedures. Includes observational and/or practicum work in community centers. P-Psychology 211.

351. Personality Research. (4) The application of a variety of research procedures to the study of human personality. Research projects required. P-Psychology 211.

355. Research in Social Psychology. (4) Methodological issues and selected research in the study of the human as a social animal. Field research projects required. P-Psychology 211.

358. Psychology of Woman. (4) Intensive study of the behavior of women and its personal application, including consideration of biological, social, and motivational factors. P-Psychology 151.

361. Operant Conditioning and Behavior Modification. (4) Principles, theory, and experimental research in operant learning, with applications to the modification of behavior in various populations and situations. P-Psychology 211.

362. Psychological Tests and Measurements. (4) Theory and application of psychological assessment procedures in the areas of intelligence, aptitude, vocational interest, and personality. P-Psychology 211.

363. Survey of Clinical Psychology. (3 or 4) An overview of the field of clinical psychology. P-Psychology 245 and senior standing or permission of the instructor.

367. Effectiveness in Parent/Child Relations. (4) A survey of popular approaches to child-rearing, with examination of the research literature on parent/child interaction and actual training in parental skills. P-Psychology 151.

369. Contemporary Applications of Psychology. (4) Supervised field experience in applied psychology. P-Psychology 151 and permission of the instructor.

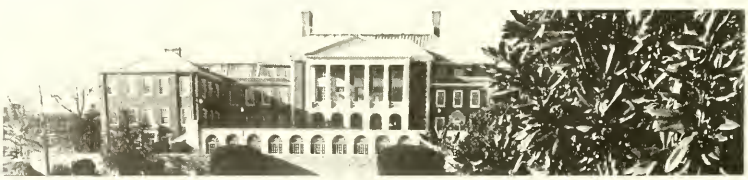
378. Instrumentation for Psychological Research. (2-4) Lecture/demonstration presentation of electrical and mechanical equipment, followed by practical application in small group project work. Assumes no prior knowledge of electricty or construction. P-Permission of the instructor.

381. Honors Seminar. (3) Seminar on selected problems in psychology. Intended primarily for students in the departmental honors program. P-Psychology 211 and permission of the instructor.

383. Honors Research. (3) Seminar in selected issues in research design, followed by independent empirical research under the supervision of a member of the departmental faculty. P-Psychology 212 and permission of the instructor.

390. Advanced Theory and Method. (4) Seminar in a selected area of psychological theory and research. P-Psychology 211.

392. Contemporary Problems in Psychology. (4) Seminar treatment of current theory and research in several "frontier" areas of psychology. Principally for senior majors planning to attend graduate school. P-Psychology 211 and senior standing.



Religion

Emmett Willard Hamrick, Chairman
Professors John William Angell, George McLeod Bryan, Robert Allen Dyer, George J. Griffin, Emmett Willard Hamrick, Carlton T. Mitchell, Charles H. Talbert
Visiting Professor Roger Hazelton
Associate Professors John E. Collins, Fred L. Horton Jr.
Assistant Professor Ralph C. Wood Jr.
Visiting Lecturer Thomas E. Dougherty Jr.

The department offers courses designed to give every student an opportunity to acquire at least an introduction to the life, literature, and most important movements in the field of religion. It also seeks to give the students preparing for specialized service as religious education directors, ministers, and missionaries the foundational courses needed for further study.

A course in religion is required for all degrees. Any course offered by the department is accepted to meet the requirement except for 218, 225, 237, 239, 240, 265, 266, 270, 273, 282, 286, 287, 292, and 346.

A major in religion requires a minimum of thirty-two credits, at least half of which must be in courses above the 100-level.

Pre-ministerial students are advised to include in their program of study, in addition to courses in religion, courses in philosophy, ancient history, public speaking, and two languages (Greek or Latin and German or French).

Highly qualified majors are invited by the department to apply for admission to the honors program in religion. To be graduated with the designation "Honors in Religion," they must apply to the chairman of the department for admission to the honors program, normally by February of the junior year. Upon completion of all the requirements the candidate is graduated with "Honors in Religion." For additional information members of the departmental faculty should be consulted.

111. Introduction to the Old Testament. (4) A survey of the Old Testament designed to introduce the student to the history, literature, and religion of the ancient Hebrews.

112. Introduction to the New Testament. (4) A survey of the literature of the New Testament in the context of early Christian history.

113. The Hebrew Prophets. (4) A study of the background, personal characteristics, function, message, contribution, and present significance of the Hebrew prophets.

114. The Wisdom Literature. (4) An introduction to the Wisdom Literature of the Old Testament, with special attention to Proverbs.

120. Introduction to the Bible. (4) A consideration of prominent themes found in the Old and New Testaments. May be taken only by students who do not take Religion 111 or 112.

131. Basic Christian Ethics. (4) The Biblical and theological foundation of the Christian ethic and its expression in selected contemporary problems.

161. World Religions. (4) The place of religion in life and the origin, nature, and accomplishments of the living religions of the world, studied from the historical point of view.

164. History of Christianity. (4) A rapid survey of the history of the Christian Church.

166. American Religious Life. (4) A study of the history, organization, worship, and beliefs of American religious bodies, with particular attention to cultural factors.

171, 172. Meaning and Value in Western Thought. (4, 4) A critical survey of religion and philosophy in the Western world from antiquity to modern times. Either Religion 171 or 172 satisfies the philosophy or religion requirement; both 171 and 172 satisfy both the philosophy and religion requirements; choice determined at registration.

173. An Introduction to Christian Theology. (4) A study of the ground, structure, and content of Christian belief.

176. Theology and Modern Literature. (4) A study of modern literary artists whose themes are primarily theological, from Hopkins to Tolkien.

200. Myth. (4) A study of the approaches to the interpretation of myth, with a focus on the meaning and values implicit in the myths of contemporary culture.

201. Meaning of Religion. (4) A phenomenological study of different ways of defining religion, including views of representative philosophers, psychologists, sociologists, anthropologists, theologians, and historians of religion.

202. Religious Ecstasy. (4) A phenomenological study of religious ecstasy and of the methods by which it is obtained. Views of selected psychologists, sociologists, anthropologists, and historians of religion considered.

214. Introduction to Biblical Archeology. (4) A survey of the contributions of Near Eastern archeology to Biblical studies.

215. Visions of the End: Jewish and Christian Apocalyptic. (4) Reading and study of Biblical and non-Biblical apocalyptic texts.

217. The Old Testament Apocrypha. (4) Reading of the books of the Apocrypha, with special attention to their origin and significance, and with a consideration of the ambivalence of Judaism and Christianity toward this literature. Pass/Fail. *Usually offered in January.*

218. Seminar in the Mediterranean World. (4) Travel and study in such countries as Greece, Italy, Turkey, Egypt, Lebanon, Syria, and Israel.

224. Jesus and the Synoptic Gospels. (4) A study of Jesus' proclamation and activity in the light of modern critical research on the Gospels.

225. The Gospel Genre. (4) Consideration of the Apocryphal Gospels and of non-Christian writings that assist in answering the question, what is a gospel? Pass/Fail optional.

236. Church and Community. (4) An examination of the basic needs and trends of

the contemporary community, especially the rural and suburban, in the light of the Christian norms for "the good community."

237. Black Religion and Black Churches in America. (4) Survey of literature on these themes with an examination of the historical background and special attention to the contemporary area.

238. Religion and Science. (4) An analysis of the relationship between science and religion in world culture.

239. Ethical Value Systems in Confrontation, Conflict, and Creativity. (4) Exposure to Third World cultures by travel to Africa, Asia, or Latin America. Pass/Fail. *Usually offered in January.*

240. Principles of Religious Education. (4) A study of the theory and practice of religious education, with emphasis on the basic foundations in religion and education.

261. Judaism in the First Three Centuries of the Common Era. (4) A study of the development of Rabbinic Judaism out of the sects and movements of first century Judaism.

265. Religion in North Carolina. (4) A study of the major religious groups in North Carolina, with special emphasis upon their historical backgrounds. Visits to historical churches and other sites. Pass/Fail. *Usually offered in January.*

266. Religious Sects and Cults. (4) An examination of certain religious sects in America, including such groups as Jehovah's Witnesses, communal groups, and Black Muslims. Pass/Fail. *Usually offered in January.*

270. Walker Percy. (4) A theological examination of his novels and essays, his Southern stoic background, and his use of European existentialism.

273. Studies in Ecumenical Theology. (4) A study of the ecumenical movement among Christians in the twentieth century, especially as related to the World Council of Churches and the Vatican. The course involves visits to Geneva and Rome. Pass/Fail. *Usually offered in January.*

276. The Problem of Evil from Job to Shakespeare. (4) A comparative analysis of the source and remedy of evil in Job, Aeschylus, Sophocles, Plato, Dante, and Shakespeare.

277. Christian Literary Classics. (4) A study of Christian texts which are masterpieces of literature as well as faith, including works by Augustine, Dante, Pascal, Bunyan, Milton, and Newman.

282. Honors in Religion. (4) A conference course including directed reading and the writing of a research report.

286, 287. Directed Reading. (1-4, 1-4) A project in an area of study not otherwise available in the department, permitted upon departmental approval of a petition presented by a qualified student.

292. Teaching of Religion. (4) A study of the teaching of religion in church, school, and community. This course may be credited as education for those who are applicants for a state teacher's certificate in religious education.

312. Poetic Literature of the Old Testament. (4) A study of Hebrew poetry, its types, its literary and rhetorical characteristics, and its significance in the faith of ancient Israel.

315, 316. Field Research in Biblical Archeology. (4, 4) A study of the religion and culture of the ancient Near East through the excavation and interpretation of an ancient site.

317. The Ancient Near East. (4) A comparative study of ancient Near Eastern cultures and religions, with special emphasis on Israel's relationships with surrounding peoples.

321. The Quest for the Historical Jesus. (4) An investigation of the possibility and relevance of historical knowledge about Jesus through a consideration of the seminal "Lives of Jesus" since the eighteenth century.

322. The General Epistles. (4) An exegetical study of two or more of the General Epistles, with emphasis on the setting of the epistles in the life of the Early Church.

326. Early Christian Theologians: Paul. (4) An introduction to the Pauline interpretation of Christianity and its place in the life of the Early Church.

327. Early Christian Theologians: The Fourth Evangelist. (4) An examination of the Johannine interpretation of Jesus and Christian faith.

334. Christian Ethics and Contemporary Culture. (4) A study of the encounter between the Christian ethic and the value systems implicit in social areas such as economics, politics, race, and sex.

346. Theological Foundations of Religious Education. (4) A study of theological methodology, theories of learning, and philosophies of education in terms of their implications for religious education.

350. Psychology of Religion. (4) An examination of the psychological elements in the origin, development, and expression of religious experience.

354. Religious Development of the Individual. (4) A study of growth and development through childhood and adolescence to adulthood, with emphasis on the role of the home and the church in religious education.

355. Theology of Pastoral Care and Counseling. (4) A study of the relationship between theology and the purpose, theories, and methods of pastoral care. P-Permission of the instructor.

360. Hinduism. (4) A study of the fundamental features of the Hindu tradition.

361. Buddhism. (4) A study of the Buddhist tradition, its fundamental features, and its impact on the cultures of Asia.

363. Hellenistic Religions. (4) Consideration of available source materials, questions of method, and bibliography related to such Hellenistic religions as the mysteries, Hellenistic Judaism, and Gnosticism.

364. Islam. (4) A study of the fundamental concepts of Islamic thought and the historical context of its development. Both the ancient and contemporary impact of the teachings of Islam considered.

365. History of Religions in America. (4) A study of American religions from colonial times until the present.

373. History of Christian Thought. (4) A study of the history of Christian thought, beginning with its Hebraic and Greek backgrounds and tracing its rise and development to modern times.

374. Contemporary Christian Thought. (4) An examination of the major issues and personalities in modern theology.

376. The Origins of Existentialism. (4) A study of the principal nineteenth century figures who form the background for twentieth century existentialism: Goethe, Kierkegaard, Nietzsche, Dostoevsky, and Tolstoy.

Hebrew

111, 112. Elementary Hebrew. (4, 4) A course for beginners in the classical Hebrew of the Bible, with emphasis on the basic principles of Hebrew grammar and the reading of Biblical texts. Both semesters must be completed.

153. Intermediate Hebrew. (4) Intensive work in Hebrew grammar and syntax based upon the readings of selected texts. Readings emphasize post-Biblical Hebrew. P-Hebrew 111, 112, or the equivalent.

211. Hebrew Literature. (4) The reading and discussion of significant Biblical Hebrew texts. P-Hebrew 153.

212. Hebrew Literature II. (4) The reading and discussion of significant Biblical and post-Biblical texts. *Offered on demand.* P-Hebrew 153.

301. Introduction to Semitic Linguistics. (4) In each of the four weeks the history and structure of one of the languages from the Hamito-Semitic family of languages are studied. *Usually offered in January.*

Romance Languages

Mary Frances Robinson, Chairman
Professor of Humanities Germaine Brée
Professors Shasta M. Bryant, Harry L. King Jr., John E. Parker Jr., Mary Frances Robinson, Richard L. Shoemaker, Anne S. Tillett
Associate Professors Doranne Fenoaltea, Kathleen Glenn
Assistant Professors Gary R. Ljungquist, Milorad R. Margitic, Gregorio C. Martín, Blanche C. Speer
Lecturers Bianca Artom, Eva Marie Rodtwitt
Instructors Julian Bueno, Frances Creighton, Candelas M. Newton, Anna-Vera Sullam (Venice), Mary L. Thomas, Sylvia Trelles, Frank H. Whitchurch

The major in French requires a minimum of thirty-six credits, at least twenty-four of which must be in literature. French 219 and 221 or their equivalents are required; History 321 and 322 are recommended. An average of at least C must be earned in all courses taken in the major.

The major in Spanish requires a minimum of thirty-six credits, at least twenty of

which are normally in literature. Spanish 219 and 221 or their equivalents are required; Spanish 223 and 224 and eight credits chosen from 225, 226, and 227 are recommended. Spanish 173, 181, 182, and 187 may not be counted toward the major. An average of at least C must be earned in all courses taken in the major.

A joint major is offered in French and Spanish, consisting of fifty-six credits in the two languages and literatures, excluding elementary language. Required courses for this major are French 153x, 216, 217, 219, 221, and 224; Spanish 153x, either 215 or 216, 219, 221, either 223 or 224, and eight credits from 225-227. Equivalents may be substituted. An average of at least C must be earned in all courses taken in the major.

All majors are strongly urged to take advantage of the department's study abroad programs and to live for at least a semester at one of the foreign language residence centers at the Graylyn Estate.

Highly qualified majors are invited by the department to apply for admission to the honors program in French or Spanish. To be graduated with the designation "Honors in Romance Languages," a candidate must complete French or Spanish 280 and 281 and pass a comprehensive written and oral examination. The oral examination may be conducted, at least in part, in the major language. For additional information members of the departmental faculty should be consulted.

101. Self-Instructional Language. (4) A self-instructional language course covering the principles of grammar and pronunciation in one of the less commonly taught languages, such as Japanese, Swedish, Arabic, or Thai. Individual self-instruction in the language of the student's choice through the use of recorded material and textbooks. Admission by petition to the Foreign Language Placement Review Committee. Elective credit only; does not satisfy basic or divisional course requirements.

French

111, 112. Elementary French. (4, 4) A course for beginners, covering the principles of French grammar and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary French. (5) A one-semester course covering the elements of grammar and skills presented in French 111-112. Intended for students whose preparation for French 153 is inadequate. Not open to students who have received credit for French 112. Lab required.

153. Intermediate French. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. Lab required. P-French 111-112, 113, or two years of high school French.

153x. Intermediate French. (4) Open to students by placement or permission. Lab required.

164. A Classic in Comedy. (2-4) Participants plan and present a production of a French comedy. The play is rehearsed and performed in French; students are involved in all aspects of production. P-Permission of the instructor.

181. Swiss French Civilization. (4) The course is designed to acquaint the student with the Swiss people and their civilization through living for a few weeks with families. Visits are made to points of cultural interest, historical, literary, and artistic. A journal and a paper describing in detail some aspect of Swiss French civilization, both in French, are required. *Offered in January.*

185. Paris, Cultural Center of France. (4) A study of Paris monuments on location to explore the development of the city as capital and cultural center of France. No prerequisites. *Usually offered in the summer.*

187. France in January. (4) The course is designed to acquaint students with French people and their civilization through living for a few weeks with families. Visits are made to points of cultural interest. *Offered in January.* P-French 153 or permission of the instructor.

199. French Individual Study. (2-4) P-Permission of the department.

213. Masterpieces of French Literature I. (4) Reading of selected texts in French from the seventeenth to the twentieth centuries. Parallel reading and reports. Only one course in masterpieces may count toward the major, but either may satisfy the basic or divisional requirement. P-French 153 or equivalent.

214. Masterpieces of French Literature II. (4) Reading of selected texts in French from the seventeenth to the twentieth centuries. Parallel reading and reports. Only one course in masterpieces may count toward the major, but either may satisfy the basic or divisional requirement. P-French 153 or equivalent.

216. Survey of French Literature from the Middle Ages through the Eighteenth Century. (4) Study of selected texts, parallel reading, and study of trends and movements. Taught largely in French. P-French 153 or permission of the instructor.

217. Survey of French Literature of the Nineteenth and Twentieth Centuries. (4) Study of selected texts, parallel reading, and study of trends and movements. Taught largely in French. P-French 153 or permission of the instructor.

219. Composition and Review of Grammar. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic French. Required for major. P-French 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing French, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary for everyday situations. Required for major. Lab required. P-French 153 or equivalent.

224. French Civilization. (4) An introduction to French culture and its historical development. Emphasis on intellectual, artistic, political, social, and economic life of France. Taught in French. P-French 221 or permission of the instructor.

227. History of French Civilization. (2) An introduction to the historical development of French culture, including consideration of its intellectual, artistic, and political heritage. Taught in French. P-French 221 or permission of the instructor.

228. Contemporary France. (2) A study of present-day France, including aspects of geography and consideration of social, political, and educational factors in French life today. Taught in French. P-French 221 or permission of the instructor.

229. Business French. (4) A study of French used in business procedures, emphasizing specialized vocabulary pertaining to business correspondence, corporate organization, banking, and governmental relations, with practice in translation and interpretation, oral and written. P-French 219 and 221 or permission of the instructor.

231. Medieval French Literature. (2-4) A survey of French literature of the Middle Ages with cultural and political backgrounds. Selected masterpieces in original form and modern transcription. P-French 216 or 217 or permission of the instructor.

233. Sixteenth Century French Literature. (4) The literature and thought of the Renaissance in France, with particular emphasis on the works of Rabelais, Montaigne, and the major poets of the age. P-French 216 or 217 or permission of the instructor.

241. Seventeenth Century French Literature. (4) A study of the outstanding writers of the Classical Age. P-French 216 or 217 or permission of the instructor.

242. Seminar in Seventeenth Century French Literature. (4) Study of selected topics of the period. Topics may vary from year to year. P-French 216 or 217 or permission of the instructor.

251. Eighteenth Century French Literature. (2-4) A survey of French literature of the eighteenth century with cultural and political backgrounds. P-French 216 or permission of the instructor.

252. Seminar in Eighteenth Century French Literature. (2-4) Study of selected topics of the period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

261. Nineteenth Century French Literature. (4) A study of French literature of the nineteenth century with cultural and political backgrounds. P-French 216 or 217 or permission of the instructor.

262. Seminar in Nineteenth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

263. Trends in French Poetry. (4) A study of the development of the poetic genre with analysis and interpretation of works from each period. P-French 216 or 217 or permission of the instructor.

264. French Novel. (4) A broad survey of French prose fiction, with critical study of several masterpieces in the field. P-French 216 or 217 or permission of the instructor.

265. French Drama. (4) A study of the chief trends in French dramatic art, with reading and discussion of representative plays. P-French 216 or 217 or permission of the instructor.

271. Twentieth Century French Literature. (4) A study of general trends and representative works of the foremost prose writers, dramatists, and poets. P-French 216 or 217 or permission of the instructor.

272. Seminar in Twentieth Century French Literature. (4) Study of selected topics of the period. Topics vary from year to year. P-French 216 or 217 or permission of the instructor.

280. Directed Research. (2) Required for honors in French.

281. Directed Study. (3-4) Extensive reading and/or research to meet individual needs. Required for departmental honors. P-Permission of the department.

371. Surrealism. (4) Origins, theories, evolution, and impact. This course examines the interconnections between Surrealist poetry and painting and the works of Breton, Eluard, and Aragon. Conducted in French. P-French 221 or equivalent.

372. Proust. (4) Study of substantial portions of Proust's *A la Recherche du Temps berdu*, its themes, and their significance in historical and aesthetic context. Conducted in French. P-French 221 or equivalent.

373. French Images of America. (4) A study of French points of view through the reading of texts beginning with Tocqueville and ending with Michel Butor's *Mobile*. The course attempts to relate them to a variety of circumstances and influences, political, sociological, and cultural. Conducted in French. P-French 221 or equivalent.

Semester in France

The department sponsors a semester in France in Dijon, the site of a well established French university. Students go as a group in the fall semester, accompanied by a departmental faculty member.

No particular major is required for eligiblity. However, a student (1) should be of junior standing and (2) should have taken as prerequisite French 221 or its equivalent or at very least one French course beyond the intermediate level.

Students are placed in language courses according to their level of ability in French, as ascertained by a test given at Dijon. Courses are taught by native French professors. The resident director supervises academic, residential, and extracurricular affairs and has general oversight of independent study projects.

2232. Advanced Oral and Written French. (2-4) Study of grammar, composition, pronunciation, and phonetics, with extensive practice in oral and written French.

2292. French Civilization. (2-4) An introduction to French culture and its historical development. Field trips to museums and to points of historical and cultural significance in Paris and in the French provinces.

2402. Independent Study. (2-4) One of several fields; scholar's journal and research paper. Supervision by the director of the semester in France and evaluation by the department for which credit is granted. Work may be supplemented by lectures on the subject given at the Université de Dijon Faculté des Lettres et Sciences Humaines.

2752. French Literature. (2-4) The novel, theatre, and poetry of France, largely of the period since 1850.

2762. Literary Pilgrimage. (2-4) Reading of selected French texts, with visits to sites having literary associations. A study of the relationship between milieux and works. Taught in French-speaking countries.

Art 2712. Studies in French Art. (2) Lectures and field trips in French painting, sculpture, and architecture, concentrating on the eighteenth and nineteenth centuries.

History 2262. The Golden Age of Burgundy. (2) Burgundian society, culture, and government in the reigns of Philip the Bold, John the Fearless, Philip the Good, and Charles the Rash, 1384-1477.

Spanish

111, 112. Elementary Spanish. (4, 4) A course for beginners covering grammar essentials and emphasizing speaking, writing, and the reading of elementary texts. Lab required.

113. Intensive Elementary Spanish. (5) A one-semester course covering the elements of grammar and skills presented in Spanish 111-112. Intended for students whose preparation for Spanish 153 is inadequate or who have demonstrated proficiency in another language. Not open to students who have received credit for Spanish 112. Lab required.

153. Intermediate Spanish. (5) A review of grammar and composition with practice in conversation. Reading of selected texts. P-Two years of high school Spanish or equivalent. Lab required.

153x. Intermediate Spanish. (4) Open by placement or permission. Lab required.

161. The Spanish Romancero. (4) Study of the importance of the *romancero* in the literature and life of Spain, focusing on the older ballads of the Middle Ages and Renaissance. *Offered in January.*

162. A Panorama of Drama. (4) A brief sampling of Spanish drama from its early period to the contemporary theatre, studying in Spanish representative works from each major period. Approximately six plays. The class selects one play to present in Spanish, with students having directing and acting responsibilities. *Offered in January.*

171. Contemporary Spanish American Novel. (4) A detailed study of a novel in Spanish by each of five or six outstanding contemporary Spanish American novelists, such as Julio Cortázar, Carlos Fuentes, and Gabriel García Márquez. *Usually offered in January.*

173. The Mexican Novel in Translation since 1915. (4) A study of the Mexican Revolution of 1910-1918 as seen through the eyes of authors contemporary with the events they describe and of those who wrote in its aftermath: Azuela, Guzman, and Yanez; Rulfo and Fuentes. Pass/Fail. *Usually offered in January.*

181. Colombia: Study Tour of Bucaramanga, Cali, and Medellin. (4) Travel in

Colombia and residence in one of its major cities in homes of private families for a period of three weeks. Students receive instruction in spoken Spanish and in Colombian literature and anthropology and political, social, or economic history. *Offered in January.*

182. Introduction to Spain. (2-4) Familiarization with the Spanish people, Spanish culture, and daily life in Spain during the one-month orientation period preceding the beginning of formal classes in the semester in Spain program. Classes in conversational and idiomatic Spanish, excursions to points of historical and artistic interest, and lectures on selected topics.

187. Culture and Language. (4) A study of Spanish culture and language, tailored to various levels of student ability. Taught only in the Spanish world. Does not count toward the major.

199. Individual Study. (2-4) P-Permission of the department.

214. Introduction to Hispanic Literature. (4) Selected readings in Spanish and Spanish American literature. Designed as a substitute for either Spanish 215 or 216. *Offered in the summer.* P-Spanish 153 or equivalent.

215. Major Spanish Writers. (4) Reading of selected texts. P-Spanish 153 or equivalent.

216. Major Spanish American Writers. (4) Reading of selected texts. P-Spanish 153 or equivalent.

219. Advanced Grammar and Composition. (4) A systematic review of the fundamental principles of comparative grammar, with practical training in writing idiomatic Spanish. Lab required. P-Spanish 153 or equivalent.

221. Conversation and Composition. (4) Practice in speaking and writing Spanish, stressing correctness of sentence structure, phonetics, pronunciation, fluency, and vocabulary of everyday situations. Lab required. P-Spanish 153 or equivalent.

223. Latin American Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P-Spanish 215 or 216.

224. Spanish Civilization. (4) The culture and its historical development; emphasis on intellectual, artistic, political, social, and economic life. P-Spanish 215 or 216.

225. Survey of Spanish Literature from the Middle Ages through the Seventeenth Century. (4) Extensive reading and study of trends and influences. P-Spanish 215 or 216.

226. Survey of Spanish Literature from the Eighteenth Century to the Present. (4) Extensive reading and study of trends and movements. P-Spanish 215 or 216.

227. Survey of Spanish American Literature. (4) Extensive reading and study of works from the colonial through the contemporary periods, with emphasis on the late nineteenth and twentieth centuries. P-Spanish 215 or 216.

229. Commercial, Official, and Social Correspondence. (4) Instruction in the special vocabularies, formats, and styles required in written and telegraphic

communications. Students write in Spanish communications appropriate to each type of correspondence. P-Spanish 219 or permission of the instructor.

234. Spanish Prose Fiction Before Cervantes. (4) A study of the several types of prose fiction, such as the sentimental, chivalric, pastoral, Moorish, and picaresque novels, prior to 1605. P-Spanish 215 or 216.

241. Golden Age Drama. (4) A study of the major dramatic works of Lope de Vega, Calderón de la Barca, Tirso de Molina, Ruiz de Alarcón, and others. P-Spanish 215 or 216.

243. Cervantes. (4) Intensive study of the life and works of Cervantes, with special emphasis on the Quixote and the *novelas ejemplares*. P-Spanish 215 or 216.

244. Seminar in Cervantes. (2-4) A study of special aspects of Cervantes' works, such as the *novelas ejemplares* and his dramatic works. P-Spanish 215 or 216.

252. Seminar in Hispanic Poetry. (2-4) A study of selected topics, such as *gonogorismo*, the *romancero*, and the Generation of 1927. P-Spanish 215 or 216.

261. Nineteenth Century Spanish Novel. (4) A study of the novels of Valera, Pereda, Galdós, Pardo Bazán, Blasco Ibáñex, and their contemporaries. P-Spanish 215 or 216.

265. Spanish American Novel. (4) A study of the novel in Spanish America from its beginning through the contemporary period. P-Spanish 215 or 216.

266. Seminar in Spanish American Novel. (4) A study of one or more categories of Spanish American novels, such as romantic, *indianista*, realistic, *gauchesca*, and social protest. P-Spanish 215 or 216.

269. Nineteenth Century Spanish Drama. (4) A study of the principal dramatic works from neoclassicism to the end of the century. P-Spanish 215 or 216.

271. Modern Spanish Drama. (4) A study of the principal dramatic works from the end of the nineteenth century through the contemporary period. P-Spanish 215 or 216.

273. Modern Spanish Novel. (4) A study of representative Spanish novels from the Generation of 1898 through the contemporary period. P-Spanish 215 or 216.

274. Seminar in Modern Spanish Literature. (2) An analysis of selected works representative of such movements as *costumbrismo*, realism, naturalism, and the contemporary social novel. P-Spanish 215 or 216.

280. Directed Research. (2) Required for honors in Spanish.

281. Directed Study. (3-4) Extensive reading and/or research, to meet individual needs. Required for departmental honors. P-Permission of the department.

Semester in Spain

The department offers a semester in Spain at Salamanca, the site of a well established Spanish university. Students go as a group in the spring semester, accompanied by a professor from the College.

No particular major is required for eligiblity. However, a student (1) should be of

junior standing, (2) should have completed intermediate Spanish or its equivalent, and (3) should be approved by both the major department and the Department of Romance Languages. A course in Spanish conversation is also recommended.

1829. Introduction to Spain. (2-4)

2049. Spanish Phonetics and Phonology. (4)

2059. History of the Spanish Language. (4)

2419. Golden Age Literature. (4)

Sociology 2029. Social-Political Structures of Present Day Spain. (4)

History 2019. General History of Spain. (4)

Art 2029. Spanish Art and Architecture. (4)

Chinese

111, 112. Elementary Chinese. (4, 4) Emphasis on the development of listening and speaking skills in Mandarin. Brief introduction to the writing system. Basic sentence patterns covered. Lab required.

199. Individual Study. (2-4) P-Permission of the department.

Hindi

111, 112. Elementary Hindi. (4, 4) Attention given mainly to basic Hindi grammar, vocabulary-building, simple composition, and conversation. Lab required.

153. Intermediate Hindi. (4) Advanced practice in Hindi composition and conversation and introduction to literary Hindi. Lab required. P-Hindi 111, 112, or the equivalent.

211. Hindi Literature. (4) Reading and translation of selected texts in prose and poetry and journalistic Hindi. Lab required. P-Hindi 153.

Italian

113. Elementary Italian. (5) Intensive course for beginners, emphasizing the structure of the language and oral practice. Recommended for students in the Venice program and for language majors. Lab required. Lecture-five hours. *Offered every semester.*

153. Intermediate Italian. (5) Continuation of 113, with emphasis on reading and speaking. Lab required. Lecture-five hours. P-Italian 113 or two years of high school Italian.

153x. Intermediate Italian. (4) Open by placement or permission. Lab required.

199. Individual Study. (2-4) P-Permission of the instructor.

215. Introduction to Italian Literature I. (4) Reading of selected texts in Italian. Satisfies basic requirement in foreign language. *Offered in the spring.* P-Italian 153 or equivalent.

216. Introduction to Italian Literature II. (4) May alternate with 215. Satisfies basic requirement in foreign language. P-Italian 153 or equivalent.

Semester in Venice

2213. Spoken Italian. (4) Course in oral Italian, offered only in Venice. Students are placed in small groups according to their levels of fluency. Elective credit.

Norwegian

190, 191. Norwegian. (4, 4) Independent study of the language and directed reading of texts in Norwegian. Primarily for students specializing in foreign languages.

Russian

111, 112. Elementary Russian. (4, 4) The essentials of Russian grammar, conversational drill, and reading of elementary texts. Lab required. P-Permission of the instructor.

153. Intermediate Russian. (5) Training in principles of translation with grammar review and conversation practice. Lab required. P-Russian 112 or equivalent.

153x. Intermediate Russian. (4) Open by placement or permission. Lab required.

165. Solzhenitsyn: The Politics of Literature. (4) Reading and discussion of all the works of Solzhenitsyn available in English. One long paper. *Offered in January.*

215. Introduction to Russian Literature. (4) Reading of edited texts from the nineteenth century. P-Russian 153 or equivalent.

216. Introduction to Russian Literature. (4) Reading of edited texts from the twentieth century. P-Russian 153 or equivalent.

217. Seminar in Nineteenth Century Russian Literature. (4) A study of the foremost writers, with reading of representative works. P-Russian 153 or equivalent.

218. Seminar in Contemporary Russian Literature. (4) Reading of representative works in Russian with discussion of political and cultural backgrounds. P-Russian 153 or equivalent.

Sociology

Philip J. Perricone, Chairman
Professor John R. Earle
Associate Professors William H. Gulley, Philip J. Perricone
Assistant Professor Susan A. Ostrander
Visiting Assistant Professor James D. Walter

A major in sociology requires thirty-six credits and must include Sociology 151, 371, and 372. A minimum average of 2.0 in sociology courses is required at the time the major is declared. A minimum grade point average of 2.0 in all sociology courses is required for graduation.

To be graduated with the designation "Honors in Sociology," highly qualified majors are invited to apply to the department for admission to the honors program. They must complete a senior research project, document their research, and satisfactorily defend their work in an oral examination. For additional information members of the departmental faculty should be consulted.

151. Principles of Sociology. (3 or 4) General introduction to the field; social organization and disorganization, socialization, culture, social change, and other aspects.

152. Social Problems. (3 or 4) Survey of contemporary American social problems. P-Sociology 151.

205. Photography in the Social Sciences. (3 or 4) Explores the use of photography as a research technique for the social sciences; camera and darkroom instruction included. *Usually offered in January.* P-Permission of the instructor.

248. Marriage and the Family. (3 or 4) The social basis of the family, emphasizing the problems growing out of modern conditions and social change.

301. Religion as a Social Institution. (3) A cross-cultural study of religious organizations; cults, and sects. Examination of the forms of organization and their relationship to other social factors. *Usually offered in January.* P-Sociology 151.

302. The Sociology of Cults. (3) A social scientific assessment of cults as new and deviant religious movements within modern industrial society. Examination of the history, doctrine, organization, and appeal of movements. *Usually offered in January.*

303. The Police and Society. (4) A study of the position and role of the police in modern society. Examination of the nature of social control in human societies, the role of the police in social control, the police in France, England, and the United States, and the extent and causes and treatment of crime in America. *Usually offered in January.* P-Permission of the instructor.

305. Male and Female Roles in Society. (3 or 4) Changing male and female roles in the context of societal institutions and sociological theories that explain such changes. Consideration of feminism as a social movement and of consequences of changing roles for human interaction. P-Sociology 151.

310. Death and Dying. (3) Study of some of the basic issues and problems of modern man in accepting and facing death. *Offered in January.* P-Permission of the instructor.

325. Self and Society: An Interactionist Perspective. (3 or 4) An analysis of the effects of social relationships upon self-development, self-presentation, and the learning of social roles and norms, with special emphasis on language and symbolic interaction. P-Sociology 151.

333. The Urban Community. (3 or 4) A survey of materials relating to the community as a unit of sociological investigation, with emphasis on the urban setting. Of particular value for social work or community planning. P-Sociology 151.

335. Medical Sociology. (3 or 4) Analysis of the social variables associated with health and illness and with the practice of medicine. P-Sociology 151.

337. Aging in Modern Society. (3 or 4) Basic social problems and processes of aging. Social and psychological issues discussed. P-Sociology 151.

340. Sociology of Child Development. (3 or 4) Socialization through adolescence in the light of contemporary behavioral science, emphasizing the significance of social structure. P-Sociology 151.

341. Criminology. (3 or 4) Crime, its nature, causes, consequences, methods of treatment, and prevention. P-Sociology 151.

342. Juvenile Delinquency. (3 or 4) The nature and extent of juvenile delinquency; an examination of prevention, control, and treatment programs. P-Sociology 151 and permission of the instructor.

344. The Sociology of Deviant Behavior. (3 or 4) A sociological analysis of the nature and causes of and societal reaction to deviant behavior patterns such as mental illness, suicide, drug and alcohol addiction, sexual deviation, and criminal behavior. P-Sociology 151.

345. Seminar on Social Change. (3 or 4) An analysis of the nature and theories of social change, including the causes and types of social change, the social effects of invention, the adjustment of social institutions to technological change, and the impact of future technology on society. P-Sociology 151.

346. Seminar on Social Utopias. (3 or 4) Survey of major utopian literature; emphasis is placed upon both the social organization in utopian proposals and their implicit critique of current society and social ideologies. P-Sociology 151.

347. Society, Culture, and Sport. (3 or 4) An examination of the interrelationship of sport and other social institutions. Emphasis on the study of both the structure of sport and the functions of sport for society. P-Sociology 151.

358. Population and Society. (3 or 4) Techniques used in the study of population data. Reciprocal relationship of social and demographic variables. P-Sociology 151.

359. Race and Ethnic Relations. (3 or 4) Racial and ethnic group prejudice and discrimination and their effect on social relationships. Emphasis on psychological and sociological theories of prejudice. P-Sociology 151.

360. Social Stratification. (3 or 4) The study of structured social inequality with a particular emphasis on economic class, social status, and political power. P-Sociology 151.

365. Dependency Needs and Social Services. (3 or 4) Examination of various forms of dependency, such as social, economic, emotional, and physical, and community social agencies designed to meet these needs. Use of relevant literature, field experience, and resource persons.

371-372. The Sociological Perspective. (4) A two-semester course dealing with the development and application of major theories and research methods in sociology. A continuing effort is made to enable the student to deal with current theoretically oriented research. P-Sociology 151 and permission of the instructor.

380. Social Statistics. (3 or 4) Basic statistics, emphasizing application in survey research. A student who receives credit for this course may not also receive credit for Biology 248, Business 201, Mathematics 157, or Anthropology 380.

385, 386. Special Problems Seminar. (3 or 4) Intensive investigation of current scientific research within the discipline which concentrates on problems of contemporary interest. P-Permission of the instructor.

398, 399. Individual Study. (1-4, 1-4) Reading, research, or internship courses designed to meet the needs and interests of selected students, to be carried out under the supervision of a departmental faculty member.

Speech Communication and Theatre Arts

Donald H. Wolfe, Chairman
Professors Julian C. Burroughs Jr., Franklin R. Shirley, David H. Welker
Associate Professors Harold C. Tedford, Donald H. Wolfe
Assistant Professor Michael D. Hazen
Visiting Lecturer James H. Dodding
Instructors Caroline S. Fullerton, Allen D. Louden, Jo Whitten May, Laura V. Rouzan

For convenience in advising majors, the department divides the study of speech communication and theatre arts into the following fields: (1) communication theory, (2) rhetoric/public address, (3) radio/television film, (4) theatre arts, and (5) speech pathology/correction. It is possible for a student either to concentrate in one of the first four fields or to take courses across the breadth of the discipline. Specific courses of study are worked out in consultation with departmental faculty members.

A major in speech communication and theatre arts consists of a minimum of forty credits, at least eight of which must be at the 300-level. In order for a course to count toward a student's major, the student must earn a grade of C or higher in the course.

Those students majoring in speech education and theatre arts education are expected to take specific courses which meet the requirements for teacher certification. Information concerning the courses may be obtained from departmental faculty members.

Highly qualified majors are invited by the department to apply for admission to the honors program in speech communication and theatre arts. To be graduated with the designation "Honors in Speech Communication and Theatre Arts," they must successfully complete 281. For additional information members of the departmental faculty should be consulted.

280. Special Seminar. (4) The intensive study of selected topics in communication. Topics may be drawn from any theory or concept area of communication, such as persuasion, organizational communication, film, or theatre.

281. Honors in Speech Communication and Theatre Arts. (4) A conference course involving intensive work in the area of special interest for selected seniors who wish to graduate with departmental honors.

282. Individual Study. (4) Special research and readings in a choice of interest to be approved and supervised by a faculty adviser.

283, 284. Debate, Radio/Television/Film, or Theatre Arts Practicum. (2, 2) Individual projects in the student's choice of debate, radio/television/film, or theatre arts; includes organizational meetings, faculty supervision, and faculty evaluation. No student may register for more than two credits of practicum in any semester. No student is allowed to take more than a total of eight credit units in practicum, only four credits of which may be counted toward a major in speech communication and theatre arts. Pass/Fail only.

Communication/Public Address

151. Public Speaking I. (4) A study of the nature and fundamentals of speech communication. Practice in the preparation and delivery of short speeches.

152. Public Speaking II. (4) The preparation and presentation of short speeches to inform, convince, actuate, and entertain. P-Speech Communication 151.

153. Interpersonal Communication. (4) The course is divided into three parts: communication theory, person-to-person communication, and small group interaction.

155. Group Communication. (4) An introduction to the principles of discussion and deliberation in small groups, with practice in group problem-solving and discussion leadership.

156. Oral Interpretation of Literature. (4) Fundamentals of reading aloud, with emphasis on selection, analysis, and performance.

161. Voice and Diction. (4) A study of the principles of voice and production, with emphasis on phonetics as a basis for correct sound formation.

251. Persuasion. (4) A study of the variables and contexts of persuasion in contemporary society.

252. Argumentation and Debate. (4) A study of the principles of argumentation; practical experience in researching and debating a public policy question.

253. The Rhetoric of Western Thought. (4) A survey of the major theories in rhetoric from Plato to Burke, with emphasis on rhetorical criticism. Students apply the historical/critical method to the rhetoric of contemporary movements.

261. Clinical Management of Speech and Language Disorders. (4) Methods used to correct speech disorders of voice, rhythm, language, and articulation; observation of methods used with selected cases in clinical or public school settings. *Offered in alternate fall semesters.*

262. Audiology. (4) Clinical audiology, including anatomy, physiology, disorders of the hearing mechanism, and interpretations of basic measurements of auditory function. *Offered in alternate spring semesters.*

263. Speech and Language Disorders I. (4) Study of the disorders of language, articulation, and rhythm, with special emphasis on functional disorders; focus is on

the role the therapist plays in assisting the speech-handicapped child. *Offered in alternate fall semesters.*

264. Speech and Language Disorders II. (4) Consideration of etiology and symptoms of speech and language problems due to organic disorders of voice, articulation, language, and hearing. *Offered in alternate spring semesters.*

271. Communication Theory. (4) An introduction to theory-building in communication and to the major contemporary theorists in the field. P-Speech Communication 151 or permission of the instructor.

280. Special Seminar. (4) (See previous description.)

281. Honors Course. (4) (See previous description.)

282. Individual Study. (4) (See previous description.)

283, 284. Debate Practicum. (2, 2) (See prevous description.)

353. British Public Address. (4) A historical and critical survey of leading British speakers and their speeches from the sixteenth century to the present.

354. American Public Address. (4) The history and criticism of American public address from colonial times to the present.

S355. Directing the Forensic Program. (4) A pragmatic study of the methods of directing high school and college forensics with work in the High School Debate Workshop. *Offered in the summer.*

356. The Rhetoric of Race Relations. (4) A study of race relations in America as reflected in the rhetoric of selected black and white speakers. Students apply the historical/critical method in exploring the effects of discourse on attempts at interracial communication.

357. The Rhetoric of the Women's Movement. (4) A study of selected women activists and the impact of their speeches and arguments from the 1800s to the present. Emphasis on the "New Feminist Movement." *Offered in January.*

371. Research in Communication. (4) An introduction to design and statistical procedures for research in communication.

372. A Survey of Organizational Communication. (4) An introduction to the role of communication in organizations, with emphasis on field applications.

374. Mass Communication Theory. (4) Theoretical approaches to the role of communication in reaching mass audiences and its relationship to other levels of communication. *Offered in alternate years.*

375. Communication and Conflict. (4) A study of communication in conflict situations on the interpersonal and societal levels. *Offered in alternate years.* P-Speech Communication 153 or permission of the instructor.

376. Small Group Communication Theory. (4) Advanced study of the principles of small group interaction and discussion leadership. P-Speech Communication 155 or permission of the instructor.

378. Semantics and Language Behavior. (4) A study of the syntactic and semantic aspects of communicative messages.

Radio/Television/Film

241. Introduction to Broadcasting. (4) A study of the historical, legal, economic and social aspects of broadcasting.

245. Introduction to Film. (4) Historical introduction to motion pictures through the study of various kinds of films and their relationship to society.

281. Honors Course. (4) (See previous description.)

282. Individual Study. (4) (See previous description.)

283, 284. Radio/Television/Film Practicum. (2, 2) (See previous description.)

341. Radio/Television/Film Production. (2, 2, 2) Advanced radio/television/film production workshop. May be taken more than once for two credits each time, but for no more than a total of six credits. P-Speech Communication 283, 284.

342. Seminar in Radio/Television. (3 or 4) Extensive readings in and discussion of fundamental theory and current issues in radio and television. Offered on an eleven- or fifteen-week basis. *Offered in the spring.* P-Speech Communication 241.

346. Film Criticism. (3 or 4) A study of film aesthetics through an analysis of the work of selected film makers and film critics. Offered on an eleven- or fifteen-week basis. *Offered in the spring.* P-Speech Communication 245.

Theatre Arts

121. Introduction to the Theatre. (4) A survey of all areas of theatre art. Experience in laboratory and University Theatre productions. May be used to satisfy a requirement in Division I. Lab-three hours.

223. Stagecraft. (4) A study of the basic elements of theatre technology. Practical experience gained in laboratory and University Theatre productions. Open to freshmen and sophomores by permission of the instructor. Lab-five hours.

226. Theories of Acting. (4) A study of acting theories and fundamental acting techniques. Open to freshmen and sophomores by permission of the instructor. Lab-two hours.

227. Theatre Speech. (4) An intensive course in the analysis and correlation of the physiological, physical, and interpretive aspects of voice and diction on the stage.

228. The Contemporary English Theatre. (4) An examination of the English theatre through reading, lectures, seminars, and attendance at numerous live theatre performances. The participants expected to submit written reactions to the plays which are seen. Ample time to allow visits to museums, libraries, and historic places. Taught in London. *Offered in January.* P-Permission of the instructor.

281. Honors Course. (4) (See previous description.)

282. Individual Study. (4) (See previous description.)

283, 284. Theatre Arts Practicum. (2, 2) (See previous description.)

320. Theatrical Scene Design. (4) A study of the theories and styles of stage design and their application to the complete play. P-Theatre Arts 121 and 223 or permission of the instructor.

321. Play Directing. (4) An introduction to the theory and practice of play directing. A grade is not granted for this course until the student has completed Theatre Arts 322. Lab-two hours. P-Theatre Arts 121 and 226 or permission of the instructor.

322. Play Production Laboratory. (2) A laboratory in the organization, the techniques, and the problems encountered in a dramatic production. The production of a play for public performance required. P-Theatre Arts 321.

3230. The English Theatre, 1660-1940. (4) A study of the major developments in the English theatre from the Restoration to World War II, including the plays, playwrights, actors, audiences, theatre architecture, theatre management, costumes, and sets. Field trips include visits to theatres, museums, and performances. *Offered in London.*

S324. Directing the Drama Program. (4) A study of the function of drama in the educational curriculum, with emphasis on the secondary level. Laboratory work in the High School Drama Workshop. Lab-six hours. *Offered in the summer.*

325. Advanced Acting. (4) A concentrated study of the actor's art through theory and practice. P-Theatre Arts 226 or permission of the instructor.

327. Theatre History I. (4) A survey of the development of the theatre from its origins to 1870; includes lectures, readings, and reports.

328. Theatre History II. (4) A survey of the development of the modern theatre from 1870 to the present day; includes lectures, readings, and reports.

329. Advanced Theatre Speech. (4) Specific study in the theory and personal development of vocal melody, rhythm, color, and harmony according to the form, style, and mood of a theatrical production. P-Theatre Arts 227 or permission of the instructor.

Degrees Conferred

August 5, 1977

Bachelor of Arts

Paul Clifton Bailey Jr.
Lynn Alexander Baucom
Martha Virginia Blake
Clarence Glenn Cook
Catherine Anne Covington-East
Walter Clifford Crowell III
Carl Albert Curry Jr.
Peter Joseph Dansie
John Leonard George
Stuart Braxton Gordon
Douglas Ward Hall
David Lindsay Hudson
William Pearson Linde II
Sandy Norris McDonald Jr.
Joseph Glenn McGee
William Peter McKay III
Lawrence Wayne Moores III
William Jeffery Owens
Dale Harding Parker
Preston Gregory Parrish
Mitchell Drew Rivenbark
Deborah Lynn Epperson Sizer
Sharon Ann Winters
James Johnson York

Bachelor of Science

Terry Randall Carroll
Scott Edward Chant
Paul Norman Cormier
Cecil Kenneth Cress
John Arthur Dover
Terrence Francis Giblin
Edward Michael Griffin
William David Hardin
Holly Ann Huffman
Joseph William Judd
Michael Joseph LaVallee
Charles Arthur Leslie Jr.
Donald Benjamin Mulnix
David Harold Newman
Fritz Richter III
Herman Ernest Schmid III
Michael Gregory Seaton

February 3, 1978

Bachelor of Arts

Matthew Raymond Bee
Virginia Lee Brown
Barry Scott Burke
Jennifer Ellen Norris Burnham
Ryland Pratt Byrd Jr.
Frank Cameron Carter
Fletcher Gregory Carter
Laura Virginia Chajka
Steven Paul Chandler
Philip Mark Chulick
John Tyler Cox
James R. Dever
John Edward Dowdell
Sue Jordan Erickson
George Hanson Futch Jr.
Jerome Curtis Gardocky
David Vincent Hettinger
Rose Margaret Hilliard
Charles Anderson Hostetler Jr.
Leona Roxanne Isgett
Susanna Jane Knutson
Gerald Xavier McManus

Lynn Denise Moose
Michael T. Moraghan
Mark Jeffrey Olson
Glenn Thomas Pierce
Mary McMurray Reese
John Joseph Sabia Jr.
Sandra Leigh Self
Sharon Fran Slate
George Van Cleve Speer
Richard Kris Spilsbury
Joseph Gifford Taylor
Marsha McNeeley Thornton
Charles Gilbert Vogel
Michael Alan York

Bachelor of Science

Michael Kirkman Allen
Nancy Rebecca Arrants
William Howard Brinker
Stephen Edward Check
Michael Patrick Coyle
Charles Risdon Darracott III
Robert Fearrington Frye III
David Joseph Gesmundo
Merlin Alfred Henkel
Brooks William Johnson
Benjamin Wesley Kilgore IV
Charles Gordon Koury
Carol Anne Lawrence
Gary Claude Moody
David Craig Murr
Cynthia Janet Ruthhart
Sallie Rehder Serosky
Sarah Catherine Shoaf
Sandra Amelia Shoaf
Richard Wesley Slate
Stephanos George Steffan
Terry Webster Weary
James R. Weinheimer

May 15, 1978

Bachelor of Arts

Bobby Steven Absher
Reid Caldwell Adams Jr.
Harry Anthony Alexander
William Glen Allen
Mary Margaret Alleshouse
Constance Nell Allman
James Herty Athaus
James Stephen Anderson
Marie Louise Anderson
Laura Jane Arnesen
Gail Lynne Austin
Suzan Brownell Ayers
Sidney Elizabeth Bachman
Elizabeth Benjamin Bagwell
Rebecca Ruth Baker
Pamela Lucille Barrow
Amanda Alice Basnight
Rosemary Batten
Mary Anne Bell
Nancy Jean Bell
John Michael Benenati
Don Thomas Benton
Eugene Junior Benton II
Henry Dunbar Berg
Gregg Myron Bergstrom
Frederick Lindsay Berry
Victor Scott Bihl
Arthur Fletcher Bingham
Thomas Albert Bland Jr.
Wedigan Powell Bland Jr.
Elizabeth Legena Blue
James Sanford Blythe
Kenneth Allen Boaz
Robert David Bogaty
Mary Frances Bolding
Donna Jane Booth
Lynda Beth Boozer
Jeffrey Charles Borden

Ralph Edwards Bottenus
George Heller Boudousquie Jr.
David Keith Boyter
David Bozeman
Douglas Mark Bradshaw
Stephen Douglas Brady
David Ferrell Branch Jr.
Edward Marlowe Bristol
William Land Brown Jr.
Madison Earl Bullard Jr.
Franklin Kent Burns Jr.
Lisa Ann Burns
Bradley Gardner Bute
Charl Lee Butler
James Kenneth Butler III
William Bruce Wallis Cameron
Debra Ann Campbell
Mark Thompson Campbell
Margaret Lorraine Canfield
James Joseph Carroll III
Arley Russell Carter
Louis Nathaniel Case II
Carol White Casper
Richard William Caudell
Derwood Sumner Chase III
Bryan James Chestnutt
Beverly Lynne Christie
Raymond Clapperton Jr.
Peter James Clauson
Catherine Joy Clodfelter
Dave Lawrence Clodfelter
Richard Bartholomae Collins II
Harold Gordon Colson Jr.
Bradley Keith Coltrain
Mary Elizabeth Connelly
Daniel Kermit Cook
Susan Jane Cooper
John Richard Cottrell
William Henry Craig
Connie Wynn Crawford
Catherine Ruth Cress
Elizabeth Hunter Culp
Rux Brothers Currin
Janine Woolweber Cutcher
Douglas Alan Datt
William Ruelle Davies
Terry Lee Dehrkoop
John Shealy DeLoache
Kevin Horace Denny
David Wayne Dixon
Mary Helen Dombalis
Sarah Lynn Doyle
John Michael Dukes
Thane Edward Duncan
Philip Dickson Dupont
Gary Michael Durbin
Thomas Michael Durham
Margaret Hearn Eakins
Lauren Virginia Eastburn
Kevin Smith Eccles
Christopher Kevin Edden
Marilyn Louise Edmondson
Elton Thornton Edwards Jr.
Jean Irene Eldridge
Jane Cottrell Eller
Mark Frederick Ellison
Mark Douglas Ernsberger
Laura Meade Ervin
Solomon Durand Everett
Timothy James Farley
Sue Ellen Farmer
Lisa Ann Ferguson
Henrietta Susan Fields
Alfred Bell Fitzgerald III
David Emmett Floyd
John Edward Floyd Jr.
Johnny Kyle Foster
Frances Elizabeth Fowler
Richard Lincoln Francis
Marcus Eric Frankovitch
Elizabeth Lee Fuller
Stephan Ray Futrell
Hilary Lynn Gardner
Terri Lynn Gardner
Martha Lynn Garmon
James Drew George
James Edward Gerlock Jr.
Timothy Wayne Gilbert
Norman Earl Godwin Jr.
James Rudolph Goff Jr.
Marilyn Brett Gordon
John David Graham

Elizabeth Conlan Gregg
Charles Preston Griffin Jr.
Ann Louise Grim
Sheila Morton Gulley
Nancy Gunzenhauser
Candace Hope Haigler
Edward Carroll Haire
Donald Bell Haller
Karen Marie Hallmark
Nancy Rebecca Hamilton
Larry Dean Hamrick Jr.
Grace Elizabeth Hancock
John Beverly Hancock II
Garland Stokes Hart
John Stuart Hatchell
Jerry Allen Hauser
William Duncan Hawkins III
Michael Neil Hayes
Karen Virginia Heinemann
Peter Floyd Heuberger
Ruthann Louise Hibbs
James John Hicks
Margaret Mendenhall Hobbs
Ronald James Hofmeister
Mark Edward Hollern
Robin Leesa Holley
Michael Anthony Hollingsworth
Richard Martin Hooley
Mary Beth Horn
Oliver Timothy Horne
David Alexander Howell
Dewey Wesley Huggins III
Shirlene Hunt
Stephen Marshall Hux
Paul Andrew Ingles
Gerald Marshall Isbell III
Kimberly Ann Iverson
Frances Eva James
Jay Eulan Johnson Jr.
Mark Anthony Johnson
David Mark Jones
Gordon Hunt Jones
Jan Alexandra Jones
Leslie Jones Jr.
Thomas Alan Kachel
Peter Innis Kamins
Glenn Austin King
Douglas James Kinz
Mary Catherine Knierim
John Ruffin Knight
Ann Blessley Konhaus
Gwyn Ellen Kooy
Robert Hanna Kutteh
Linda Lee Lail
Leslie Fern Lamb
Kathryn Ann Lee
Mark Wayne Leuchtenberger
William Saylor Lewis
Douglas Linderer
James Roe Lineberger
Elizabeth Ann Logan
Lynn Marie Logan
Erik David Lounsbury
Joan Elaine Lusk
Douglass Clute Lyon
James Albert Mabe Jr.
Mary Elizabeth Martin
Glenn Richard Matteson
Paul Kenneth Mazzaferro
Thomas Hayden McCorkle
Susan Gayle McFalls
Robin Sue McFarlin
John Patrick McGee
Michael Lee McGlamry
Mary Llewellyn McNeil
Joseph Allan McSwain
Philan Medford
Mary Elizabeth Melton
Joseph Lemuel Middleton
Debra Kay Midyette
Jeffrey Dale Miller
Peter Jon Miller
Sandra Lee Miller
William Arthur Millner
Peter Dallas Minarich
Clay Tucker Mitchell
Nancy Lynn Monroe
Thomas Peter Montefusco III
Diana Lynn Moon
James Lloyd Moore Jr.
Thomas Leighton Moore
Andrea Marie Morgan

Marcus Napoleone Morra
Walter Randolph Morris
John Muirhead
Ann Mumma
Timothy Joe Nance
David Edward Nash
Nancy Ann Newcomb
Margaret Sears Nottingham
Margaret Ann Nowell
Michael Harrison O'Neal
Cheryl Lynn Origer
Thomas O'Toole
Emily Jane Owens
Nancy Jean Pabst
Lisa Ann Paige
Jenny Beth Parker
Susan Elaine Parker
Annis Beaman Paschal
Kenneth Wayne Patterson
Michael Alvin Paul
John Edward Payne Jr.
Michael Stanley Payne
Roger Roosevelt Pearman Jr.
James Louis Pecsok
Elizabeth Claire Pee
William Wooten Peters Jr.
Judith Lee Peterson
Mark Nixon Poovey
Martin Robert Province
John Vincent Quinlan
Janet Lynn Raschke
Brewster Stone Rawls
Nola Jane Reed
Catherine Norma Reeder
John David Regan
Charles Edward Reynolds
Donny Layne Rich
Kenneth Davis Ridings
Mary Elizabeth Riggs
Timothy Craig Roach
Clement Jay Robbins IV
Bruce Daniel Robertson
Mark Dudley Robertson
Victor Craig Robertson
Ann Leslie Robinson
James McKinley Robinson
William Cleveland Rodgers
William Vernon Roebuck Jr.
Lisa Lynn Rose
Nancy Eileen Rouser
Linda Joan Royston
Donald Joseph Sabia
Jo Ann Sager
Anne Lindsay Sanford
Sandra Sasser
Sonna Lee Schambach
Lisa Anne Jacobowsky Scherer
Alana Victoria Schmidt
Russell William Schrader
Douglas Harry Scofield
Margaret Rose Scott
Randolph Brian Screen
Thomas Louis Selznick
Margaret Ellen Sheehan
Heather Haviland Shively
Dinah Gray Shore
Martha Elizabeth Shore
Allen Burton Shuford
Nancy Marshall Simpson
Gregory Marshall Slaton
Bradley Clark Slaydon
Daniel George Smading
Lora Jaye Smeltzly
Deborah Fay Smith
Ginger Nell Smith
Kimberly Dawn Smith
Pamela Kay Smith
Douglas Allan Smoot
Susan Leigh Sowell
Louis Charles Sparks
Michael Sterling Speas
Randy Spiesman
John Michael Stamatakos
Sharon Ann Stanley
Karl Louis Stefan
Virginia Brady Christine Stephens
Anne Elizabeth Stevens
John Finley Stevens
Lynn Carol Stewart
Laurie Jean Stirling
Ashley Hamilton Story
Raymond Lee Stovall

John Benson Street
Barbara Lynn Sudduth
Larry Wayne Sutphin
William Thomas Sutton Jr.
Beverly Denise Swaim
David Conrad Swanson
Judith Deese Sweatman
Wanda Yvette Tabron
Jana Diane Talbot
Ricky Lee Tarleton
Harriet Alice Tate
John Rainey Teel
Robert Willis Thomas III
Ellen Gayle Thorne
David Young Thorp
Coleman Millard Ticer
Lyn Wharton Tillett
Janet Lynn Tilley
Louis William Tilley
Paula Anne Tilley
Sharon Basden Tomblin
Keith Allan Trumbo
Michael Tucciarone
Laura Kathleen Turner
Robert Tooney Turner II
Donna Denise Upchurch
John Hale Vance
James Luther Van Dyke
Peter Jon Van Dyke
Douglas Kersten Vinez
Louis Basil Vocelle Jr.
Suzanne Glen Ward
Elizabeth Anne Watts
Donald Robert Weadley
Steven Shane Weatherman
John Wayne Weaver
Terecia Ann Webb
Joseph Charles Weinberger Jr.
Richard Mark Weir
Sheryl Ann West
Michael Jac Whatley
William Walter Wheeler
Mary Elizabeth White
Reginald Woodard White
William Robert Whitehurst
Scott David Wilkie
Thomas Augustine Will Jr.
Lonnie Boyd Williams Jr.
Robert Barclay Williams
Michael Clark Williamson
Paul Richard Williamson
Joseph Walter Williford
Deborah Anne Wilson
David Coleman Wilson
Mildred Karen Wilson
Scott Douglas Wilson
Michael Lee Winters
Judith Ann Withers
Carmen Elena Wood
Linda Diana Worley
Rebecca Allen Wray
John Barton Yaskin
Deborah Ann Young
Janet Allison Yu
Bradley William Zabel
Peter MacLean Zehler

Bachelor of Science

Margaret Ruth Ailes
Ellen Jean Alford
Debra Lee Allen
Tresca Linn Allsman
Charles Alan Baker
Timothy Lee Barnes
Scott William Beck
Ross Allen Berlin
Elizabeth Bethea
Claudia Paige Blalock
Richard Irvin Boger
Jeffrey Lee Boyer
John Layton Bradley Jr.
Catherine Starr Brandt
Robert Votaw Brett III
Timothy Marshall Browder
Thomas Radford Brown
Carroll Patricia Brundred
Carney John Bryan V
William Muir Bucher Jr.

Bennett Stancell Bullock
William Dale Bumgarner
Gary Dale Burkette
Michael Alan Butz
Jeffrey Stephen Calvert
Bruce Wayne Carpenter
Kendal Nelson Tow Carrier
James Wesley Carscaddon
Caryl Lynne Clark
Ronald Scott Clinard
David Jones Clontz
Cynthia Ann Cloud
Stephanie Jo Coleman
James Blackmon Cook Jr.
William Agee Cook III
Stephen Leroy Copeland
Anthony Thomas Cortese
William Benjamin Cothran III
Harold Eugene Cox Jr.
Susan Warren Creech
Sara Lynne Creel
David Kemp Cross
James Henry Demming Jr.
Wanda Cathryn DeVore
Ernest Charles Dickerson Jr.
Deborah Dilts Dixon
Dennis Gregory Dolny
Kathryn Ann Dunbar
David Alan Dunn
John Anderson Dunn
Mary Elizabeth Edwards
Jack William Elliott
Charles Robert Ellis
Natalie Keefer English
Paul Leroy Fairbrother
Dianne Jaye Foster
Mitchell Turner Frye
Gail Schaefer Fulp
Richard Ward Furay
Michael Thomas Gallagher
Kenneth Kirk Gerrity
David Eugene Glass
Jane Louise Goforth
Gregory Lee Goodman
Andrew P. Goulder
Patricia Ann Graham
John Gary Grant
Alice Carol Gray
Mary Catherine Gribble
Roderick Keith Griffin
Nancy Lasater Hairfield
Roberta Susan Hall
George Thomas Hardison
David Thomas Harris
Julia Kathryn Hatcher
Joseph Janney Hawley Jr.
Clayton Donnie Heath
Carey Elaine Hendrix
Leslie Jean Herd
John Harrell Hill Jr.
Robert Frazer Hinman
Fred Clarke Hobson Jr.
Barbara Jane Hochuli
Stephen Langford Holcombe
Nancy Eoline Hord
Lisa Katherine Hux
David Trigg James III
Allen Dale Jenkins
Gary Lynn Johnson
Deborah Ann Kegel
Paul Elliott Kendig
Jeffery William Ketner
Junius Michael Kinlaw
Francis Albert Landwehr Jr.
Thomas Russell Lang
Jeffrey Michael Leighton
Andrew Jackson Lewis III
Rodney Orr Lohman Jr.
Gary Leighton Long
Stacey Leigh Lunsford
Ruth Ellen Malone
Henry Bivens Mangum Jr.
Ralph Eugene Marion Jr.
Donald Leo Fruehauf McAvoy Jr.
George Michael McCanless
David Leslie McConnell
John Wilson McGee
James Michael McKeown
Timothy Louis McLaughlin
Scott Michael Mitchell

Richard Stephen Monday
Carol Jean Moore
Cecil Louis Moore Jr.
Laura Meekins Moore
Durman William Moose Jr.
Brenda Joan Morgan
Mitchell Lee Morgan
Sarah Bryan Morgan
William Edward Musselwhite Jr.
Janice Elizabeth Myers
John Anderson Nelms
Michael Paul Norcio
Carol Nash Norman
Alan Holley Norton
Arthur William Ott
James Thomas Page
Sandra Ann Pajor
John Alan Parker
Constance Ann Parkerson
Lane Ambrose Patterson
John Kennedy Pittman
Leslie William Powell III
Cecil Dwight Price
Mark Andrew Queen
Lynn Love Redden
John George Redmond
Robert David Reid
Robert Lee Reid
Sarah Jo Reiser
Cecil David Rhodes III
Peter W. S. Rieke
Robert Edwin Ring
Margaret Mary Rogers
Susan Grace Satrom
George Joseph Scherer
Murray Winfield Scott III
Brenda Darlene Shaw
Rebecca Ann Shields
Glenn Edward Simpson
Brian David Siska
Brian Douglas Smith
Robert Riggs Smoak Jr.
John Sherwood Solms
John Winfred Stamey Jr.
Dennis Keith Stanfield
William Harry Steele Jr.
James Edward Stevens
Dan Frederick Stewart Jr.
John Joseph Stitz
Thomas Stran Summers
Karen Beth Swanson
Elizabeth Ann Tholstrup
Walter Rolph Thompson
Laura Elizabeth Thorne
Ellen Thomas Tillett
Stephanie Jane Timko
Mary Elizabeth Touchstone
Pamela Lynne Triplett
McKie Massenburg Trotter II
Renee Michelle Wagner
Martin Chandler Walker
Jennifer DeHaven Wallis
Hugh Edward Warner
Barbara Louise Weeks
Susan Carter Wenzel
Dennis Ray White
Janne Elizabeth White
Rhonda Whitney
James Milton Wiles
Susan Patricia Woerner
Harvey Emery Wood III
James Anthony Yavorsky
Charyl Ann Yocum
Morris McGinnis Young

Distinctions Conferred

August 5, 1977

Cum Laude

Catherine Anne Covington-East
David Harold Newman
Fritz Richter III
Deborah Lynn Epperson Sizer

Summa Cum Laude

John Arthur Dover

February 3, 1978

Cum Laude

Nancy Rebecca Arrants
Virginia Lee Brown
Laura Virginia Chajka
Charles Risdon Darracott III
James R. Dever
Rose Margaret Hilliard
Carol Anne Lawrence
Mark Jeffrey Olson
Sandra Amelia Shugart
Richard Kris Spilsbury
Charles Gilbert Vogel
Terry Webster Weary

Summa Cum Laude

Jennifer Ellen Norris Burnham
Susanna Jane Knutson
Joseph Gifford Taylor

May 15, 1978

Cum Laude

Reid Caldwell Adams Jr.
Harry Anthony Alexander
Ellen Jean Alford
Constance Nell Allman
Laura Jane Arnesen
Susan Brownell Ayers
Elizabeth Benjamin Bagwell
Rebecca Ruth Baker
Amanda Alice Basnight
Rosemary Batten
Frederick Lindsay Berry
Elizabeth Bethea
Victor Scott Bihl
Claudia Paige Blalock
Wedigan Powell Bland Jr.
Jeffery Charles Borden
William Land Brown Jr.
Madison Earl Bullard Jr.
Jeffrey Stephen Calvert
Debra Ann Campbell
Bruce Wayne Carpenter
James Wesley Carscaddon
Richard William Caudell
Derwood Sumner Chase III
Beverly Lynne Christie
Cynthia Ann Cloud
Bradley Keith Coltrain
Mary Elizabeth Connelly

William Agee Cook III
Susan Jane Cooper
William Henry Craig
Catherine Ruth Cress
Elizabeth Hunter Culp
Rux Brothers Currin
Janine Woolweber Cutcher
Douglas Alan Datt
Wanda Cathryn DeVore
Terry Lee Dehrkoop
Deborah Dilts Dixon
Mary Helen Dombalis
John Michael Dukes
Kathryn Ann Dunbar
Lauren Virginia Eastburn
Marilyn Louise Edmondson
Jean Irene Eldridge
Jack William Elliott
Charles Robert Ellis
Mark Frederick Ellison
Timothy James Farley
Alfred Bell Fitzgerald III
Richard Ward Furay
Martha Lynn Garmon
James Drew George
James Edward Gerlock Jr.
Timothy Wayne Gilbert
Norman Earl Godwin Jr.
Marilyn Brett Gordon
John David Graham
Patricia Ann Graham
Alice Carol Gray
Ann Louise Grim
Nancy Gunzenhauser
Karen Marie Hallmark
Nancy Rebecca Hamilton
Grace Elizabeth Hancock
George Thomas Hardison
David Thomas Harris
Jerry Allen Hauser
William Duncan Hawkins III
Michael Neil Hayes
Karen Virginia Heinemann
Leslie Jean Herd
Margaret Mendenhall Hobbs
Stephen Langford Holcombe
Michael Anthony Hollingsworth
Nancy Eoline Hord
David Alexander Howell
Lisa Katherine Hux
Gerald Marshall Isbell III
Kimberly Ann Iverson
Frances Eva James
Gary Lynn Johnson
Mark Anthony Johnson
Jan Alexandra Jones
Deborah Ann Kegel
Mary Catherine Knierim
Gwyn Ellen Kooy
Robert Hanna Kutteh
Linda Lee Lail
Francis Albert Landwehr Jr.
William Saylor Lewis
Rodney Orr Lohman Jr.
Stacey Leigh Lunsford
Mary Elizabeth Martin
Thomas Hayden McCorkle
Susan Gayle McFalls
Robin Sue McFarlin
John Wilson McGee
James Michael McKeown
Mary Elizabeth Melton
Joseph Lemuel Middleton
Peter Dallas Minarich
Richard Stephen Monday
Nancy Lynn Monroe
Carol Jean Moore
Laura Meekins Moore
Durman William Moose Jr.
Sarah Bryan Morgan
Timothy Joe Nance
Nancy Ann Newcomb
Carol Nash Norman
Margaret Ann Nowell
Michael Harrison O'Neal
Nancy Jean Pabst
Sandra Ann Pajor
Constance Ann Parkerson
Annis Beaman Paschal
Kenneth Wayne Patterson
Michael Alvin Paul
Michael Stanley Payne

Elizabeth Claire Pee
William Wooten Peters Jr.
Judith L. Peterson
John Kennedy Pittman
Mark Nixon Poovey
John Vincent Quinlan
Janet Lynn Raschke
Brewster Stone Rawls
Lynn Love Redden
Cecil David Rhodes III
Donny Layne Rich
Timothy Craig Roach
Clement Jay Robbins IV
Mark Dudley Robertson
Ann Leslie Robinson
William V. Roebuck Jr.
Lisa Lynn Rose
Nancy Eileen Rouser
Linda Joan Royston
Jo Ann Sager
Sonna Lee Schambach
Lisa Anne Jacobowsky Scherer
Thomas Louis Selznick
Brenda Darlene Shaw
Rebecca Ann Shields
Dinah Gray Shore
Martha Elizabeth Shore
Allen Burton Shuford
Nancy Marshall Simpson
Douglas Allan Smoot
Susan Lee Sowell
Louis Charles Sparks
Michael Sterling Speas
John Winfred Stamey Jr.
William Harry Steele Jr.
Lynn Carol Stewart
Laurie Jean Stirling
John Benson Street
Thomas Stran Summers
Jana Diane Talbot
Ricky Lee Tarleton
Harriet Alice Tate
Elizabeth Ann Tholstrup
Janet Lynn Tilley
Donna Denise Upchurch
John Hale Vance
Douglas Kersten Vinez
Renee Michelle Wagner
Jennifer DeHaven Wallis
Hugh Edward Warner
John Wayne Weaver
Barbara Louise Weeks
Richard Mark Weir
Susan Carter Wenzel
Michael Jac Whatley
William Walter Wheeler
William Robert Whitehurst
Rhonda Whitney
Thomas Augustine Will Jr.
Lonnie Boyd Williams Jr.
Joseph Walter Williford
Scott Douglas Wilson
Judith Ann Withers
Susan Patricia Woerner
Charyl Ann Yocum
Morris McGinnis Young
Janet Allison Yu
Brad William Zabel
Peter MacLean Zehler

Magna Cum Laude

Margaret Ruth Ailes
Nancy Jean Bell
John Michael Benenati
Thomas Albert Bland Jr.
Kenneth Allen Boaz
Lynda Beth Boozer
David Keith Boyter
Bradley Gardner Bute
Bryan James Chestnutt
Harold Gordon Colson Jr.
Daniel Kermit Cook
David Wayne Dixon
Stephan Ray Futrell
Terri Lynn Gardner
Sheila Morton Gulley
Candace Hope Haigler

Mary Beth Horn
Thomas Alan Kachel
John Ruffin Knight
Kathryn Ann Lee
Mark Wayne Leuchtenberger
Michael Lee McGlamry
Mary Llewellyn McNeil
Diana Lynn Moon
Brenda Joan Morgan
John Muirhead
David Edward Nash
Margaret Sears Nottingham
Jenny Beth Parker
Susan Elaine Parker
James Louis Pecsok
Sandra Sasser
Alana Victoria Schmidt
Russell William Schrader
Margaret Ellen Sheehan
Deborah Fay Smith
Pamela Kay Smith
Karl Louis Stefan
Raymond Lee Stovall
Karen Beth Swanson
Lyn Wharton Tillett
James Luther Van Dyke
Terecia Ann Webb
Janne Elizabeth White
Paul Richard Williamson
David Coleman Wilson

Summa Cum Laude

Douglas Mark Bradshaw
Timothy Marshall Browder
Mary Catherine Gribble
Donald Bell Haller
Stephen Marshall Hux
Ann Blessley Konhaus
Cheryl Lynn Origer
Emily Jane Owens
Cecil Dwight Price
Nola Jane Reed
George Joseph Scherer
Ellen Gayle Thorne
Pamela Lynne Triplett

August 5, 1977

Graduating with Honors in Religion — Catherine Anne Covington-East
Graduating with Honors in Speech Communication and Theatre Arts — Deborah Lynn Epperson Sizer

May 15, 1978

Graduating with Honors in Biology — John Michael Benenati, Timothy Marshall Browder, Scott Douglas Wilson
Graduating with Honors in Business — Susan Patricia Woerner
Graduating with Honors in Chemistry — Charles Robert Ellis
Graduating with Honors in Economics — Madison Earl Bullard Jr., Rux Brothers Currin, John David Graham, Francis Albert Landwehr Jr., John Muirhead, Raymond Lee Stovall, William Robert Whitehurst
Graduating with Honors in Education — Nancy Jean Bell
Graduating with Honors in English — Thomas Albert Bland Jr., Michael Jac Whatley

Graduating with Honors in Mathematics	Timothy Marshall Browder, Francis Albert Landwehr Jr., Brenda Joan Morgan
Graduating with Honors in Mathematics-Biology	Deborah Ann Kegel
Graduating with Honors in Music	Nola Jane Reed
Graduating with Honors in Politics	Stephan Ray Futrell, Timothy Wayne Gilbert, John David Graham
Graduating with Honors in Psychology	Debra Ann Campbell, Terri Lynn Gardner, Norman Earl Godwin Jr., William Wooten Peters Jr., Lisa Lynn Rose, Susan Lee Sowell, Brad William Zabel
Graduating with Honors in Religion	Terecia Ann Webb
Graduating with Honors in Sociology	Sonna Lee Schambach, Terecia Ann Webb
Graduating with Honors in Speech Communication and Theatre Arts	Donny Layne Rich, Ann Leslie Robinson, Michael Jac Whatley

Omicron Delta Kappa

Ross Allen Berlin
Lynda Beth Boozer
Jeffrey Stephen Calvert
Stephan Ray Futrell
John D. Graham
Candace Hope Haigler
William Duncan Hawkins III
Robert Hanna Kutteh
Mark Wayne Leuchtenberger
Michael Lee McGlamry
Mary Elizabeth McLean
David Edward Nash
Emily Jane Owens
Nola Jane Reed
George Joseph Scherer
Ellen Gayle Thorne
Michael Jac Whatley

Mortar Board

Ellen Jean Alford
Nancy Jean Bell
Kenneth Allen Boaz
Bradley Gardner Bute
Jeffrey Stephen Calvert
Alfred Bell Fitzgerald II
Stephan Ray Futrell
Candace Hope Haigler
Deborah Ann Kegel
Mary Ellen Koehne
Linda Lee Lail
Mark Wayne Leuchtenberger
Mary Elizabeth McLean
David Edward Nash
Mark Jeffrey Olson
Emily Jane Owens
Nola Jane Reed
Margaret Ellen Sheehan
Ellen Gayle Thorne
Michael Jac Whatley
Janet Allison Yu

Phi Beta Kappa

Margaret Ruth Ailes
Nancy Jean Bell
Thomas Albert Bland Jr.
Kenneth Allen Boaz
Lynda Beth Boozer
David Keith Boyter
Douglas Mark Bradshaw
Timothy Marshall Browder
Jennifer E. Norris Burnham
Bradley Gardner Bute
Bryan James Chestnutt
Harold Gordon Colson Jr.
Daniel Kermit Cook
David Wayne Dixon
John Arthur Dover
Charles Robert Ellis
Stephan Ray Futrell
Terri Lynn Gardner
Mary Catherine Gribble
Candace Hope Haigler
Donald Bell Haller
Stephen Marshall Hux
Thomas Allan Kachel
John Ruffin Knight
Ann Blessley Konhaus
Mark Wayne Leuchtenberger
William Saylor Lewis
Rodney Orr Lohman Jr.
Laura Ellen Lyons
Mary Llewellyn McNeil
Diana Lynn Moon
Brenda Joan Morgan
John Muirhead
David Edward Nash
Margaret Sears Nottingham
Cheryl Lynn Origer
Emily Jane Owens
Susan Elaine Parker
James Louis Pecsok
Cecil Dwight Price
Nola Jane Reed
Sandra Sasser
George Joseph Scherer
Alana Victoria Schmidt
Russell William Schrader
Deborah Fay Smith
Pamela Kay Smith
Raymond Lee Stovall
Ricky Lee Tarleton
Joseph Gifford Taylor
Ellen Gayle Thorne
Lyn Wharton Tillett
Pamela Lynne Triplett
Terecia Ann Webb
Janne Elizabeth White
Paul Richard Williamson
David Coleman Wilson

Enrollment

	Fall 1978		
The College	*Men*	*Women*	*Total*
Seniors	466	288	754
Juniors	448	266	714
Sophomores	476	286	762
Freshmen	530	292	822
Unclassified	23	31	54
Total	1,943	1,163	3,106
The Graduate School *(Reynolda Campus)*			
Master's Program	83	107	190
Doctoral Program	8	3	11
Unclassified	7	12	19
Total	98	122	220
The Graduate School *(Hawthorne Campus)*			
Master's Program	12	4	16
Doctoral Program	49	19	68
Unclassified	2	1	3
Total	63	24	87
The School of Law	368	107	475
The Babcock Graduate School of Management			
Master's Program	112	29	141
Executive Program	54	12	66
Total	166	41	207
The Bowman Gray School of Medicine	345	73	418
Allied Health Programs	38	80	118
Total	**3,021**	**1,610**	**4,631**

North Carolina Counties

	Men	*Women*	*Total*
Alamance	31	9	40
Alexander	2	2	4
Alleghany	2	1	3
Anson	2		2
Ashe	7	3	10
Avery	4	1	5
Beaufort	5	6	11
Bertie	2		2
Bladen	3	5	8
Brunswick	1		1
Buncombe	14	8	22
Burke	14	3	17
Cabarrus	26	8	34
Caldwell	6	6	12
Camden	1	1	2
Carteret	11	2	13
Caswell		1	1
Catawba	18	18	36
Chatham	6	5	11
Cherokee	1	1	2
Chowan	3	4	7
Clay			
Cleveland	18	5	23
Columbus	8	4	12
Craven	9	1	10
Cumberland	31	15	46
Currituck			
Dare	2		2
Davidson	40	17	57
Davie	14	6	20
Duplin	4	4	8
Durham	34	20	54
Edgecombe	6	2	8
Forsyth	401	256	657
Franklin	4	1	5
Gaston	21	17	38
Gates		1	1
Graham	2		2
Granville	11	2	13
Greene	3		3
Guilford	116	83	199
Halifax	3	3	6
Harnett	7	2	9

	Men	*Women*	*Total*
Haywood	8	8	16
Henderson	6	6	12
Hertford	6	3	9
Hoke	1		1
Hyde	1		1
Iredell	21	10	31
Jackson	3		3
Johnston	10	7	17
Jones	3		3
Lee	8	7	15
Lenoir	12	5	17
Lincoln	10	4	14
Macon	3	2	5
Madison	1	1	2
Martin	3	2	5
McDowell	8	1	9
Mecklenburg	110	69	179
Mitchell	2	2	4
Montgomery	8	7	15
Moore	9	4	13
Nash	18	9	27
New Hanover	14	8	22
Northampton	2		2
Onslow	8	4	12
Orange	15	11	26
Pamlico			
Pasquotank	3		3
Pender			
Perquimans			
Person	3	3	6
Pitt	20	2	22
Polk		1	1
Randolph	9	4	13
Richmond	3	4	7
Robeson	21	7	28
Rockingham	18	8	26
Rowan	20	16	36
Rutherford	6	5	11
Sampson	9	4	13
Scotland	7	5	12
Stanley	9	6	15
Stokes	11	9	20
Surry	21	13	34
Swain	1		1
Transylvania	3	1	4

	Men	*Women*	*Total*
Tyrrell			
Union	9	10	19
Vance	9	6	15
Wake	90	71	161
Warren	2	1	3
Washington	1		1
Watauga	5	3	8
Wayne	7	5	12
Wilkes	21	9	30
Wilson	15	6	21
Yadkin	9	11	20
Yancey		1	1

Other States

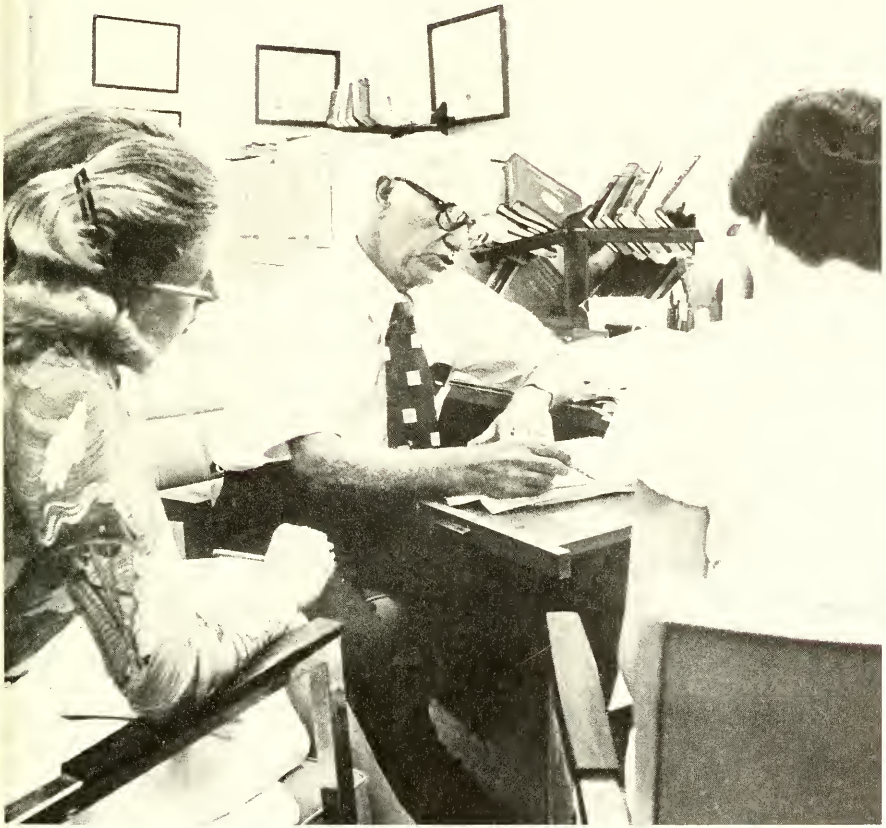
	Men	*Women*	*Total*
Alabama	10	2	12
Alaska			
Arizona		1	1
Arkansas	2	1	3
California	31	11	42
Colorado	2	1	3
Connecticut	39	10	49
Delaware	21	18	39
District of Columbia	12	4	16
Florida	136	67	203
Georgia	66	34	100
Hawaii	1	2	3
Idaho		1	1
Illinois	42	10	52
Indiana	10	2	12
Iowa	2	2	4
Kansas	2	1	3
Kentucky	15	13	28
Louisiana	3	5	8
Maine	2	1	3
Maryland	140	72	212
Massachusetts	17	11	28
Michigan	11	5	16
Minnesota	5	1	6
Mississippi	5	1	6
Missouri	9	3	12
Montana	1		1
Nebraska	3	1	4
Nevada	1		1

	Men	*Women*	*Total*
New Hampshire	3		3
New Jersey	157	55	212
New Mexico	1		1
New York	138	30	168
North Dakota			
Ohio	69	32	101
Oklahoma	1	1	2
Oregon	1		1
Pennsylvania	147	39	186
Rhode Island	8		8
South Carolina	66	47	113
South Dakota	2		2
Tennessee	49	29	78
Texas	12	4	16
United States Territories	5		5
United States Citizens Abroad		1	1
Utah	1		1
Vermont	3	1	4
Virginia	178	136	314
Washington		3	3
West Virginia	38	23	61
Wisconsin	4	6	10
Wyoming	1		1

Other Countries

	Men	*Women*	*Total*
Brazil	1		1
Cameroon	1		1
Canada	4	1	5
China	1		1
Colombia	1	3	4
Costa Rica	1	1	2
Finland	1		1
France	1	2	3
West Germany	2		2
Guyana	1		1
Hong Kong	1		1
India	3		3
Iran	1		1
Ivory Coast	1		1
Japan	1		1
Jordan	1		1
Kenya		1	1
Korea		1	1

	Men	*Women*	*Total*
Lebanon	1		1
Malaysia	3		3
Nicaragua	1		1
Nigeria	4	1	5
Peru	1	1	2
Phillippines		1	1
Sri Lanka	2		2
Sweden		1	1
Taiwan	2	2	4
Thailand	1		1
Venezuela	1		1
Vietnam		1	1
Yugoslavia		1	1



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Terms Expire December 31, 1980

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Terms Expire December 31, 1982

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Officers

(For one-year terms beginning January 1, 1979)

Mr. James W. Mason, Laurinburg, Chairman
Mr. Colin Stokes, Winston-Salem, Vice Chairman
Mrs. Elizabeth S. Drake, Winston-Salem, Secretary
Mr. John G. Williard, Winston-Salem, Treasurer and Assistant Secretary
Mrs. Meyressa H. Schoonmaker, Winston-Salem, Associate General Counsel
Womble Carlyle Sandridge & Rice, Winston-Salem, General Counsel

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Mr. Arnold Palmer, Chairman of the University Board of Visitors
Dr. W. Burnett Harvey, Boston, Chairman of the College and Graduate School Board of Visitors
Dr. Samuel Adler, Rochester
Ms. Maya Angelou, Pacific Palisades, California
*Dr. William C. Archie, Winston-Salem
Mr. Jerry B. Attkisson, Atlanta
Mr. William N. Austin, Los Angeles
Mr. William L. Bondurant, Winston-Salem
Mr. Herbert Brenner, Winston-Salem
Mr. Robert P. Caldwell, Gastonia
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Dr. John W. Chandler, Williamstown, Massachusetts
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Mr. Ralph Ellison, New York
Mr. John Fairchild, New York
Dr. and Mrs. Frank Forsyth, Winston-Salem
Mr. Stanley Frank, Greensboro
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Mr. William F. Laporte, New York
Brig. Gen. Lynwood Lennon, Washington
Mr. Albert S. Lineberry Sr., Greensboro
Mr. Graham A. Martin, Winston-Salem
Dr. J. A. Martin Jr., New York
Mr. Martin Mayer, New York
Mr. John G. Medlin Jr., Winston-Salem

Died April 9, 1979.

Dr. Jasper D. Memory Jr., Raleigh
Mrs. Katharine Babcock Mountcastle, Darien, Connecticut
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Dr. Eugene Owens, Charlotte
Mr. James R. Peterson, Winston-Salem
Mrs. Lorraine F. Rudolph, Winston-Salem
Dr. K. Wayne Smith, Washington
Mr. Zachary T. Smith, Winston-Salem
Mr. Norman Snead, Yorktown, Virginia
Ms. Jo DeYoung Thomas, Washington
The Hon. Frank Thompson, Washington
Mr. Patrick L. M. Williams, Philadelphia
Dr. George Williamson Jr., Poughkeepsie
Mr. Meade H. Willis Jr., Winston-Salem
Mr. J. Tylee Wilson, Winston-Salem

The Administration

University

*James Ralph Scales (1967) — *President*
B.A., Oklahoma Baptist; M.A., Ph.D., Oklahoma; Litt.D., Northern Michigan; LL.D., Alderson-Broaddus; LL.D., Duke

Edwin Graves Wilson (1946, 1951) — *Provost*
B.A., Wake Forest; A.M., Ph.D., Harvard

Manson Meads (1947, 1963) — *Vice President for Health Affairs and Director of the Medical Center*
B.A., California; M.D., Sc.D., Temple

John G. Williard (1958) — *Vice President and Treasurer*
B.S., North Carolina; C.P.A., North Carolina

G. William Joyner Jr. (1969) — *Vice President for Development*
B.A., Wake Forest

Russell H. Brantley Jr. (1953) — *Assistant to the President and Director of Communications*
B.A., Wake Forest

Meyressa H. Schoonmaker (1975) — *Assistant to the President and Associate General Counsel*
B.A., J.D., Wake Forest

Henry B. Stokes (1977) — *Director of Denominational Relations*
B.A., Wake Forest; Th.B., Southern Baptist Seminary

Ross A. Griffith (1966) — *Director of Equal Opportunity*
B.S., Wake Forest; M.Ed., North Carolina

Larry L. Palmer (1978) — *Director of Minority Affairs*
B.A., Emory; M.Ed., Texas Southern; Ed.D., Indiana

N. Rick Heatley (1970) — *Associate in Academic Administration*
B.A., Baylor; M.A., Ph.D., Texas

College

Thomas E. Mullen (1957) — *Dean of the College*
B.A., Rollins; M.A., Ph.D., Emory

Robert Allen Dyer (1956) — *Associate Dean*
B.A., Louisiana State; Th.M., Ph.D., Southern Baptist Seminary

Toby A. Hale (1970) — *Assistant Dean*
B.A., Wake Forest; M.Div., Duke; Ed.D., Indiana

Patricia Adams Johnson (1969) — *Academic Counselor*
B.A., Winston-Salem State; M.A., Wake Forest

**Date following name indicates year of appointment.*

Graduate School

Henry Smith Stroupe (1937) — *Dean of the Graduate School*
B.S., M.A., Wake Forest; Ph.D., Duke

Harold O. Goodman (1958) — *Associate Dean for Biomedical Graduate Studies*
B.A., M.A., Ph.D., Minnesota

School of Law

Leon H. Corbett Jr. (1968) — *Acting Dean of the School of Law*
B.A., J.D., Wake Forest

Elva L. Jess (1978) — *Assistant Dean*
B.A., Methodist; J.D., Wake Forest

Laura L. Myers (1959) — *Registrar and Director of Placement*

Jeanne T. Wilson (1974) — *Director of Admissions and Financial Aid*
B.A., Oklahoma State

Babcock Graduate School of Management

Frank J. Schilagi (1971) — *Dean of the Babcock Graduate School of Management*
B.B.A., M.B.A., Ph.D., Georgia

Bernard L. Beatty (1974, 1976) — *Associate Dean*
B.S., Ohio State; M.B.A., Ph.D., Harvard

Jean B. Hopson (1970) — *Assistant Dean*
B.S. in Ed., Murray State; M.S. in L.S., George Peabody; M.B.A., Wake Forest

William D. Shea (1978) — *Director of Placement and Admissions*
B.A., Hunter; M.A., North Carolina; M.B.A., Harvard

Bowman Gray School of Medicine

Richard Janeway (1966) — *Dean of the Bowman Gray School of Medicine*
B.A., Colgate; M.D., Pennsylvania

Nat E. Smith (1976) — *Associate Dean*
B.A., Erskine; M.D., Georgia

C. Nash Herndon (1942, 1966) — *Associate Dean for Research Development*
B.A., Duke; M.D., Jefferson

Clyde T. Hardy Jr. (1941) — *Associate Dean for Patient Services*
B.A., Richmond

Warren H. Kennedy (1971) — *Associate Dean for Administration*
B.B.A., Houston

John D. Tolmie (1970) — *Associate Dean for Student Affairs*
B.A., Hobart; M.D., McGill

Emery C. Miller Jr. (1955) — *Associate Dean for Continuing Education*
B.A., North Carolina; M.D., Johns Hopkins

John H. Felts (1978) — *Associate Dean for Admissions*
B.S., Wofford; M.D., South Carolina

James C. Leist (1974) — *Assistant Dean for Continuing Education*
B.S., Southeastern Missouri State; M.S., Ed.D., Indiana

Summer Session

Percival Perry (1939, 1947) — *Dean of the Summer Session*
B.A., Wake Forest; M.A., Rutgers; Ph.D., Duke

Student Services

David Allen Hills (1960) — *Coordinator of Student Services*
B.A., Kansas; M.A., Ph.D., Iowa

Mark H. Reece (1956) — *Dean of Men*
B.S., Wake Forest

Lula M. Leake (1964) — *Dean of Women*
B.A., Louisiana State; M.R.E., Southern Baptist Seminary

Edward R. Cunnings (1974) — *Director of Housing and Assistant to the Dean of Men*
B.S.M., M.Ed., St. Lawrence

Timothy L. Reese (1978) — *Director of the College Union*
B.A., Lebanon Valley; M.Ed., Pennsylvania State

Brian M. Austin (1975) — *Director of the Center for Psychological Services*
B.A., Monmouth; M.S. Ed., Ph.D., Southern Illinois

Marianne Schubert (1977) — *Assistant Director of the Center for Psychological Services*
B.A., Dayton; M.A., Ph.D., Southern Illinois

Mary Ann H. Taylor (1961, 1978) — *Director of the Health Service*
B.S., M.D., Wake Forest

Andrew J. Crutchfield (1968) — *Consultant in Clinical Services*
B.S., Wake Forest; M.D., Virginia

Carol S. Disque (1976) — *Director of Placement and Career Development*
B.A., Duke; M.Ed., Virginia

Campus Ministry

Edgar D. Christman (1956, 1961) — *Chaplain*
B.A., J.D., Wake Forest; B.D., Southeastern Baptist Seminary; S.T.M., Union Seminary

Richard W. McBride (1969) — *Assistant Chaplain and Director of the Baptist Student Union*
B.S., Virginia; M.Div., Union Seminary; Th.M., Duke

Records and Institutional Research

Ben M. Seelbinder (1959) — *Director of Records and Institutional Research*
B.A., Mississippi Delta State; M.A., Ph.D., North Carolina

Margaret R. Perry (1947) — *Registrar*
B.S., South Carolina

David Gasque (1974) — *Assistant Registrar*
B.A., Wake Forest

Admissions and Financial Aid

William G. Starling (1958) — *Director of Admissions and Financial Aid*
B.B.A., Wake Forest

Shirley P. Hamrick (1957) — *Associate Director of Admissions*
B.A., North Carolina; M.A. in Ed., Wake Forest

Charles M. Carter (1972) — *Assistant Director of Admissions and Financial Aid*
B.S., Winston-Salem State; M.S., Indiana

W. Douglas Bland (1975) — *Assistant Director of Admissions*
B.A., M.A. in Ed., Wake Forest

Lyne S. Gamble (1978) — *Assistant Director of Admissions*
B.A., Millsaps

Ellen C. Lipscomb (1976) — *Admissions Counselor*
B.A., Wake Forest

Communications and Publications

Russell H. Brantley Jr. (1953) — *Assistant to the President and Director of Communications*
B.A., Wake Forest

Martha W. Lentz (1973) — *Associate in Publications*
B.A., North Carolina; M.B.A., Wake Forest

William E. Ray (1975) — *Associate in Communications and Director of Concerts*
B.A., Wake Forest; M.A., Ph.D., North Carolina

Development and Alumni Activities

G. William Joyner Jr. (1969) — *Vice President for Development*
B.A., Wake Forest

Julius H. Corpening (1969) — *Director of Development*
B.A., Wake Forest; B.D., Southern Baptist Seminary

Robert D. Mills (1972) — *Director of Alumni Activities*
B.A., Wake Forest

Martha E. Shore (1976) — *Director of Research and Foundations Officer*
B.A., M.A., North Carolina

Robert T. Baker (1978) — *Development Officer*
B.A., M.S., George Peabody

Minta Aycock McNally (1978) — *Annual Giving Officer*
B.A., Wake Forest

W. Craig Jackson (1978) — *Assistant to the Director of Alumni Activities*
B.A., Wake Forest

Financial Affairs

John G. Williard (1958) — *Vice President and Treasurer*
B.S., North Carolina; C.P.A., North Carolina

Carlos O. Holder (1969) — *Controller and Assistant Treasurer*
B.B.A., Wake Forest

W. Derald Hagen (1978) — *Assistant Controller*
B.S., Virginia Polytechnic

Libraries

Merrill G. Berthrong (1964) — *Director of Libraries*
B.A., Tufts; M.A., Fletcher; Ph.D., Pennsylvania

Kenneth A. Zick II (1975) — *Director of Law Library Services*
B.A., Albion; J.D., Wayne State; M.L.S., Michigan

Vivian L. Wilson — *Librarian of the School of Law*
B.A., Coker; B.S. in L.S., George Peabody

Jean B. Hopson (1970) — *Librarian of the Babcock Graduate School of Management*
B.S. in Ed., Murray State; M.S. in L.S., George Peabody; M.B.A., Wake Forest

Michael D. Sprinkle (1972) — *Librarian of the Bowman Gray School of Medicine*
B.A., M.S. in L.S., North Carolina

Richard J. Murdoch (1966) — *Assistant to the Director and Curator of Rare Books*
B.A., Pennsylvania Military; M.S. in L.S., Villanova

Athletics

G. Eugene Hooks (1956) — *Director of Athletics*
B.S., Wake Forest; M.Ed., North Carolina; Ed.D., George Peabody

Dorothy Casey (1949) — *Director of Women's Athletics*
B.S., North Carolina (Greensboro); M.A., North Carolina

Personnel

James L. Ferrell (1975) — *Director of Personnel*
B.A., North Carolina; M.S., Virginia Commonwealth

Physical Plant

Harold S. Moore (1953) — *Director of the Physical Plant*
B.M.E., Virginia

Other Administrative Offices

Nicholas B. Bragg (1970) — *Director of Reynolda House*
B.A., Wake Forest

Claude U. Broach (1974) — *Director of the Ecumenical Institute*
B.A., Georgia; Th.M., Th.D., Southern Baptist Seminary

R. Davidson Burgess (1974) *Director of Bands*
B.S., Concord; M.A., Marshall

Julian C. Burroughs Jr. (1958) *Director of Radio*
B.A., Wake Forest; M.A., Ph.D., Michigan

Richard T. Clay (1956) *Director of University Stores*
B.B.A., Wake Forest

Thomas M. Elmore (1962) *Director of Counselor Education*
B.A., Wake Forest; M.A., George Peabody; Ph.D., Ohio State

Victor Faccinto (1978) *Director of the Art Gallery*
B.A., M.A., California

Paul M. Gross Jr. (1959) *Coordinator of the Honors Program*
B.S., Duke; Ph.D., Brown

David W. Hadley (1966) *Coordinator of London Programs*
B.A., Wake Forest; A.M., Ph.D., Harvard

Russell E. Houchen (1976) *Technical Director of Theatre*
B.A., East Washington State; M.A., Oregon

John V. Mochnick (1976) *Director of Choirs*
B.M. Heidelberg; M.M., Indiana; D.M.A., Cincinatti

Herman J. Preseren (1953) *Director of the Educational Media Center*
B.S., California State (Pennsylvania); M.A., Columbia; Ph.D., North Carolina

Susan Tamulonis (1976) *Curator of Art Slides*
B.A., Pennsylvania State; M.A., Southern Methodist

Harold C. Tedford (1965) *Director of Theatre*
B.A., Ouachita; M.A., Arkansas; Ph.D., Louisiana State

Donald H. Wolfe (1968) *Associate Director of Theatre*
B.S., M.S., Southern Illinois; Ph.D., Cornell

The College Faculty

*Charles M. Allen (1941) — *Professor of Biology*
B.S., M.A., Wake Forest; Ph.D., Duke

Ralph D. Amen (1962) — *Associate Professor of Biology*
B.A., M.A., Northern Colorado; M B.S., Ph.D., Colorado

John L. Andronica (1969) — *Associate Professor of Classical Languages*
B.A., Holy Cross; M.A., Boston College; Ph.D., Johns Hopkins

**John William Angell (1955) — *Professor of Religion*
B.A., Wake Forest; S.T.M., Andover Newton; Th.M., Ph.D., Southern Baptist Seminary

Bianca Artom (1975) — *Lecturer in Romance Languages*

Brian M. Austin (1975) — *Lecturer in Psychology*
B.A., Monmouth; Ph.D., Southern Illinois

H. Wallace Baird (1963) — *Professor of Chemistry*
B.A., Berea; Ph.D., Wisconsin

E. Pendleton Banks (1954) — *Professor of Anthropology*
B.A., Furman; A.M., Ph.D., Harvard

**James P. Barefield (1963) — *Associate Professor of History*
B.A., M.A., Rice; Ph.D., Johns Hopkins

Richard C. Barnett (1961) — *Professor of History*
B.A., Wake Forest; M.Ed., Ph.D., North Carolina

John V. Baxley (1968) — *Professor of Mathematics*
B.S., M.S., Georgia Tech; Ph.D., Wisconsin

Robert C. Beck (1959) — *Professor of Psychology*
B.A., Ph.D., Illinois

Veryl E. Becker (1969) — *Associate Professor of Biology*
B.S., Gustavus Adolphus; M.S., South Dakota State; Ph.D., Michigan State

†Donald B. Bergey (1978) — *Instructor in Physical Education*
B.S., M.A., Wake Forest

††Raymond Berry (1978) — *Instructor in Art*
B.A., Virginia; M.F.A., North Carolina (Greensboro)

Merrill G. Berthrong (1964) — *Associate Professor of History*
B.A., Tufts; M.A., Fletcher; Ph.D., Pennsylvania

Dates following names indicate year of appointment.
**On leave, fall 1978.*
†Part-time.
††Part-time, fall 1978.

*Deborah L. Best (1972, 1978) — *Instructor in Psychology*
B.A., M.A., Wake Forest

**Thomas M. Beveridge (1979) — *Instructor in Economics*
M.A., M.Ed., Dundee

*David Bindman (1977) — *Lecturer in Art History (London)*
B.A., M.A., Oxford; Ph.D., Courtauld Institute

W. Thomas Boone (1973) — *Assistant Professor of Physical Education*
B.S., M.Ed., Northwestern State; Ph.D., Florida State

Germaine Brée (1973) — *Kenan Professor of Humanities*
Licence, E.E.S., Agregation, Paris; Litt.D., Smith, Mount Holyoke, Allegheny, Duke, Oberlin, Dickinson, Rutgers, Wake Forest, Brown, Wisconsin, New York, Massachusetts, Kalamazoo; L.H.D., Wilson, Colby, Michigan, Davis and Elkins; LL.D., Middlebury

Robert W. Brehme (1959) — *Professor of Physics*
B.S., Roanoke; M.S., Ph.D., North Carolina

†David B. Broyles (1966) — *Associate Professor of Politics*
B.A., Chicago; B.A., Florida; M.A., Ph.D., California

George McLeod Bryan (1956) — *Professor of Religion*
B.A., M.A., Wake Forest; B.D., Ph.D., Yale

Shasta M. Bryant (1966) — *Professor of Romance Languages*
B.A., M.A., Ph.D., North Carolina

Julian Bueno (1978) — *Instructor in Romance Languages*
B.A., Pan-American; M.A., Texas Tech

Julian C. Burroughs Jr. (1958) — *Professor of Speech Communication*
B.A., Wake Forest; M.A., Ph.D., Michigan

††Richard D. Carmichael (1971) — *Associate Professor of Mathematics*
B.S., Wake Forest; M.A., Ph.D., Duke

*Wallace Carroll (1974) — *Sam J. Ervin Jr. University Lecturer*
B.Litt., Marquette; LL.D., Duke; Litt.D., Wake Forest, Marquette

John A. Carter Jr. (1961) — *Professor of English*
B.A., Virginia; M.A., Ph.D., Princeton

Dorothy Casey (1949) — *Assistant Professor of Physical Education*
B.S., North Carolina (Greensboro); M.A., North Carolina

David W. Catron (1963) — *Associate Professor of Psychology*
B.A., Furman; Ph.D., George Peabody

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*Part-time.
**Part-time, spring 1979.
†On leave, spring 1979.
††On leave, 1978-79.

*Gale M. Chamblee (1978) *Instructor in Physical Education*
B.A., East Carolina; M.A.T., North Carolina

Glenn L. Clark Jr. (1976) *Lecturer in Business*
B.S., Ohio State; M.B.A., Kentucky

Marvin S. Coats (1976) *Lecturer in Art*
B.S.A., East Texas State; M.F.A., Oklahoma

John E. Collins (1970) *Associate Professor of Religion*
B.S., M.S., Tennessee; B.D., Southeastern Baptist Seminary; Ph.D., Princeton

Gary A. Cook (1975) *Instructor in Art*
B.F.A., Michigan State; M.F.A., Northern Illinois

Leon P. Cook Jr. (1957) *Associate Professor of Accountancy*
B.S., Virginia Polytechnic; M.S., Tennessee; C.P.A., Arkansas

Nancy J. Cotton (1977) *Assistant Professor of English*
B.A., Texas; M.A., Wisconsin; Ph.D., Columbia

John B. Coullard (1977) *Instructor in Accountancy*
B.S.E.E., Louisiana State; M.B.A., Syracuse; Ed.D., North Carolina (Greensboro)

Cyclone Covey (1968) *Professor of History*
B.A., Ph.D., Stanford

*Frances Creighton (1976) *Instructor in Romance Languages*
B.A., Marshall; M.A., Tennessee

Christopher D. Cribaro (1978) *Instructor in History*
B.S., Loyola; M.A., DePaul

Patricia M. Cunningham (1978) *Assistant Professor of Education*
B.A., Rhode Island; M.S., Florida State; Ed.S. Indiana State; Ph.D., Georgia

Sayeste A. Daser (1978) *Assistant Professor of Business*
B.A., Middle East Tech (Ankara); M.S., Ege (Izmir); Ph.D., North Carolina

Deborah S. David (1975) *Instructor in Physical Education*
B.S., M.A., Florida

J. William Dellastatious (1975) *Lecturer in Physical Education*
B.S., M.S., Missouri

Arun P. Dewasthali (1975) *Associate Professor of Business*
B.S., Bombay; M.S., Ph.D., Delaware

John F. Dimmick (1961) *Associate Professor of Biology*
B.S., M.S., Western Illinois; Ph.D., Illinois

Ronald V. Dimock Jr. (1970) *Associate Professor of Biology*
B.A., New Hampshire; M.S., Florida State; Ph.D., California

**Part-time.*

*James H. Dodding (1979) *Visiting Lecturer in Theatre*

*Joseph Dodson (1977) *Visiting Lecturer in Education*
B.A., Western Carolina; M.Ed., Ed.D., Georgia

*Thomas E. Dougherty Jr. (1977) *Visiting Lecturer in Religion*
B.A., Wake Forest; M.Div., Ph.D., Southern Baptist Seminary

Robert H. Dufort (1961) *Professor of Psychology*
B.A., Ph.D., Duke

Robert Allen Dyer (1956) *Professor of Religion*
B.A., Louisiana State; Th.M., Ph.D., Southern Baptist Seminary

John R. Earle (1963) *Professor of Sociology*
B.A., Wake Forest; M.A., Ph.D., North Carolina

Leo Ellison Jr. (1957) *Assistant Professor of Physical Education*
B.S., M.S., Northwestern State

Thomas M. Elmore (1962) *Professor of Counseling Psychology*
B.A., Wake Forest; M.A., George Peabody; Ph.D., Ohio State

Gerald W. Esch (1965) *Professor of Biology*
B.S., Colorado College; M.S., Ph.D., Oklahoma

Andrew V. Ettin (1977) *Assistant Professor of English*
B.A. Rutgers; M.A., Ph.D., Washington

Herman E. Eure (1974) *Assistant Professor of Biology*
B.S., Maryland State; Ph.D., Wake Forest

David K. Evans (1966) *Associate Professor of Anthropology*
B.S., Tulane; Ph.D., California

Stephen Ewing (1971) *Associate Professor of Business*
B.S., Howard Payne; M.B.A., Baylor; D.B.A., Texas Tech

Philippe R. Falkenberg (1969) *Associate Professor of Psychology*
B.A., Queen's (Ontario); Ph.D., Duke

Doranne Fenoaltea (1977) *Associate Professor of Romance Languages*
B.A., Mount Holyoke; A.M., Ph.D., Harvard

Jack D. Fleer (1964) *Associate Professor of Politics*
B.A., Oklahoma Baptist; M.S., Florida State; Ph.D., North Carolina

**Carol Friedman (1978) *Instructor in Education*
B.M.E., Memphis State

Walter S. Flory (1963) *Babcock Professor of Botany*
B.A., Bridgewater; M.A., Ph.D., Virginia; Sc.D., Bridgewater

**Spring, 1979.*
***Part-time.*

Doyle R. Fosso (1964) *Associate Professor of English*
A.B., Harvard; M.A., Michigan; Ph.D., Harvard

Ralph S. Fraser (1962) *Professor of German*
B.A., Boston; M.A., Syracuse; Ph.D., Illinois

Donald E. Frey (1972) *Associate Professor of Economics*
B.A., Wesleyan; M.Div., Yale; Ph.D., Princeton

*Caroline S. Fullerton (1969) *Instructor in Theatre Arts*
B.A., Rollins; M.A., Texas Christian

Ivey C. Gentry (1949) *Professor of Mathematics*
B.S., Wake Forest; B.S., New York; M.A., Ph.D., Duke

J. Whitfield Gibbons (1971) *Adjunct Associate Professor of Biology*
B.S., M.A., Alabama; Ph.D., Michigan State

Christopher Giles (1951) *Assistant Professor of Music*
B.S., Florida Southern; M.A., George Peabody

*Gilda Glazer (1977) *Instructor in Music*
B.A., Queens; M.A., Columbia

**Kathleen Glenn (1974) *Associate Professor of Romance Languages*
B.A., M.A., Ph.D., Stanford

Balkrishna Govind Gokhale (1960) *Professor of History and Asian Studies*
B.A., M.A., Ph.D., Bombay

Thomas F. Gossett (1967) *Professor of English*
B.A., M.A., Southern Methodist; Ph.D., Minnesota

Edward L. Grant (1977) *Assistant Professor of Military Science*
B.B.A., Texas A & M

Floyd L. Griffin Jr. (1975) *Assistant Professor of Military Science*
B.S., Tuskegee Institute; M.S., Florida Tech

George J. Griffin (1948) *Professor of Religion*
B.A., Wake Forest; Th.B., Southern Baptist Seminary; B.D., Yale; Ph.D. Edinburgh

Paul M. Gross Jr. (1959) *Associate Professor of Chemistry*
B.S., Duke; Ph.D., Brown

William H. Gulley (1966) *Associate Professor of Sociology*
B.A., M.A., Ph.D., North Carolina

David W. Hadley (1966) *Associate Professor of History*
B.A., Wake Forest; A.M., Ph.D., Harvard

*Claire H. Hammond (1978) *Instructor in Economics*
B.A., Mary Washington

**Part-time.*
***On leave, 1978-79.*

J. Daniel Hammond (1978) *Instructor in Economics*
B.A., Wake Forest

Emmett Willard Hamrick (1952) *Professor of Religion*
B.A., North Carolina; Ph.D., Duke

Phillip J. Hamrick Jr. (1956) *Professor of Chemistry*
B.S., Morris Harvey; Ph.D., Duke

Carl V. Harris (1956) *Professor of Classical Languages*
B.A., Wake Forest; B.D., S.T.M., Yale; Ph.D., Duke

*Lucille S. Harris (1957) *Instructor in Music*
B.A., B.M., Meredith

*Negley Boyd Harte (1978) *Lecturer in History (London)*
B.S., London School of Economics

Ysbrand Haven (1965) *Professor of Physics*
Candidate, Doctorandus. Doctor, Rijks (Netherlands)

Elmer K. Hayashi (1973) *Assistant Professor of Mathematics*
B.A., California (Davis); M.S., San Diego State; Ph.D., Illinois

**Roger Hazelton (1978) *Visiting Professor of Religion*
B.A., Amherst; B.D., Chicago Seminary; M.A., Chicago; Ph.D., Yale

Michael D. Hazen (1974) *Assistant Professor of Speech Communication*
B.A., Seattle Pacific; M.A., Wake Forest; Ph.D., Kansas

†Roger A. Hegstrom (1969) *Associate Professor of Chemistry*
B.A., St. Olaf; A.M. Ph.D., Harvard

Robert M. Helm (1940) *Professor of Philosophy*
B.A., Wake Forest; M.A., Ph.D., Duke

J. Edwin Hendricks (1961) *Professor of History*
B.A., Furman; M.A., Ph.D., Virginia

Marcus B. Hester (1963) *Professor of Philosophy*
B.A., Wake Forest; Ph.D., Vanderbilt

*S. Hugh High (1978) *Visiting Assistant Professor of Economics*
A.B., Texas Christian; Ph.D., Duke

David Allen Hills (1960) *Associate Professor of Psychology*
B.A., Kansas; M.A., Ph.D., Iowa

Willie L. Hinze (1975) *Assistant Professor of Chemistry*
B.S., M.A., Sam Houston State; Ph.D.,Texas A & M

**Part-time.*
***Fall 1978.*
†*On leave, 1978-79.*

Fred L. Horton Jr. (1970) *Associate Professor of Religion*
B.A., North Carolina; B.D., Union Seminary; Ph.D., Duke

William L. Hottinger (1970) *Associate Professor of Physical Education*
B.S., Slippery Rock; M.S., Ph.D., Illinois

William D. Hounshell (1978) *Assistant Professor of Chemistry*
B.S., California Institute; M.A., Ph.D., Princeton

Fredric T. Howard (1966) *Professor of Mathematics*
B.A., M.A., Vanderbilt; Ph.D., Duke

Sarah Hutslar (1977) *Visiting Assistant Professor of Physical Education*
B.S., Ohio State; M.Ed., Miami; Ph.D., Ohio State

Delmer P. Hylton (1949) *Professor of Accountancy*
B.S., M.B.A., Indiana; C.P.A., Indiana

*Charles F. Jackels (1977) *Assistant Professor of Chemistry*
B. Chem., Minnesota; Ph.D., Washington

*Susan C. Jackels (1977) *Assistant Professor of Chemistry*
B.A., Carleton; Ph.D., Washington

Patricia Adams Johnson (1969) *Instructor in English*
B.A., Winston-Salem State; M.A., Wake Forest

W. Dillon Johnston (1973) *Associate Professor of English*
B.A., Vanderbilt; M.A., Columbia; Ph.D., Virginia

Virginia Z. Keller (1978) *Instructor in Education*
B.A., Salem; M.A., Appalachian

Alonzo W. Kenion (1956) *Professor of English*
B.A., M.A., Ph.D., Duke

Ralph C. Kennedy III (1976) *Assistant Professor of Philosophy*
B.A., Ph.D., California

William C. Kerr (1970) *Associate Professor of Physics*
B.S., Wooster; Ph.D., Cornell

Harry L. King Jr. (1960) *Professor of Romance Languages*
B.A., Richmond; M.A., Ph.D., North Carolina

Ellen E. Kirkman (1975) *Assistant Professor of Mathematics*
B.A., Wooster; M.A., M.S., Ph.D., Michigan State

Robert Knott (1975) *Associate Professor of Art*
B.A., Stanford; M.A., Illinois; Ph.D., Pennsylvania

Raymond E. Kuhn (1968) *Associate Professor of Biology*
B.S., Carson-Newman; Ph.D., Tennessee

*Part-time.

James Kuzmanovich (1972) *Associate Professor of Mathematics*
B.S., Rose Polytechnic; Ph.D., Wisconsin

Hugo C. Lane (1973) *Assistant Professor of Biology*
Licenciate of the Biological Sciences, Doctorate of the Biological Sciences, Geneva

*Jon E. Larson (1979) *Instructor in Philosophy*
B.A., Gustavus Adolphus

Brian Legakis (1974) *Assistant Professor of Art*
B.A., California; M.A., Ph.D., Chicago

Annette LeSeige (1975) *Assistant Professor of Music*
B.A., M.A., San Jose State; Ph.D., Eastman

David B. Levy (1976) *Instructor in Music*
B.M., M.A., Eastman

**Charles M. Lewis (1968) *Associate Professor of Philosophy*
B.A., Wake Forest; Ph.D., Vanderbilt; Th.M., Harvard

John H. Litcher (1973) *Associate Professor of Education*
B.S., Winona State; M.A., Ph.D., Minnesota

Gary R. Ljungquist (1972) *Assistant Professor of Romance Languages*
B.A., Clark; Ph.D., Cornell

R. Edward Lobb (1973) *Assistant Professor of English*
B.A., Toronto; M.A., Virginia; M.A., Ph.D., Princeton

Allan D. Louden (1977) *Instructor in Speech Communication*
B.A., Montana State; M.A., Montana

Robert W. Lovett (1962, 1968) *Associate Professor of English*
B.A., Oglethorpe; M.A.T., Ph.D., Emory

Sam T. Manoogian (1977) *Adjunct Instructor in Psychology*
B.A., Duke; M.A., Wake Forest; Ph.D., St. Louis

Milorad R. Margitic (1978) *Assistant Professor of Romance Languages*
M.A., Leiden (Netherlands); Ph.D., Wayne State

Gregorio C. Martín (1976) *Assistant Professor of Romance Languages*
Diplome, Salamanca (Spain); M.A., Ph.D., Pittsburgh

*Jo Whitten May (1972) *Instructor in Speech Communication*
B.S., Virginia; M.A., Ph.D., North Carolina (Greensboro)

J. Gaylord May (1961) *Associate Professor of Mathematics*
B.S., Wofford; M.A., Ph.D., Virginia

**Part-time, spring 1979.*
***On leave, spring 1979.*

W. Graham May (1961) — *Associate Professor of Mathematics*
B.S., Wofford; M.A., Ph.D., Virginia

Donna Mayer-Martin (1976) — *Instructor in Music*
B.M., St. Mary (Kansas); M.M., Cincinnati

James C. McDonald (1960) — *Associate Professor of Biology*
B.A., Washington (St. Louis); M.A., Ph.D., Missouri

James G. McDowell (1965) — *Associate Professor of History*
B.A., Colgate; Ph.D., Johns Hopkins

**Dolly A. McPherson (1974) — *Lecturer in English*
B.A., Southern; M.A., Boston

Jay Meek (1977) — *Visiting Lecturer in English*
B.A., Michigan; M.A., Syracuse

†Mauro Mercanti (1979) — *Visiting Instructor in Art*
Dottore in Architettura, Rome

Harry B. Miller (1947) — *Professor of Chemistry*
B.S., Ph.D., North Carolina

Joseph O. Milner (1969) — *Assistant Professor of Education*
B.A., Davidson; M.A., Ph.D., North Carolina

Carlton T. Mitchell (1961) — *Professor of Religion*
B.A., Wake Forest; B.D., Yale; S.T.M., Union Seminary; Ph.D., New York

*John V. Mochnick (1976) — *Assistant Professor of Music*
B.M., Heidelberg; M.M., Indiana; D.M.A., Cincinnati

John C. Moorhouse (1969) — *Associate Professor of Economics*
B.A., Wabash; Ph.D., Northwester

Carl C. Moses (1964) — *Associate Professor of Politics*
A.B., William and Mary; M.A., Ph.D., North Carolina

William M. Moss (1971) — *Assistant Professor of English*
B.A., Davidson; Ph.D., North Carolina

Thomas E. Mullen (1957) — *Professor of History*
B.A., Rollins; M.A., Ph.D., Emory

Sandra J. Newell (1978) — *Visiting Assistant Professor of Biology*
B.S., Ph.D., Toledo

Candelas M. Newton (1978) — *Instructor in Romance Languages*
B.A., Salamanca (Spain); M.A., Pittsburgh

**Part-time.*
***On leave, 1978-79.*
†*Part-time, spring 1979.*

Linda N. Nielsen (1974) *Assistant Professor of Education*
B.A., Stetson; M.S., Ed.D., Tennessee

Ronald E. Noftle (1967) *Associate Professor of Chemistry*
B.S., New Hampshire; Ph.D., Washington

John W. Nowell (1945) *Professor of Chemistry*
B.S., Wake Forest; Ph.D., North Carolina

James C. O'Flaherty (1947) *Professor of German*
B.A., Georgetown College; M.A., Kentucky; Ph.D., Chicago

A. Thomas Olive (1961) *Associate Professor of Biology*
B.S., Wake Forest; M.A., Ph.D., North Carolina State

Susan A. Ostrander (1978) *Assistant Professor of Sociology*
B.A., M.A., Ph.D., Case Western Reserve

Jeanne Owen (1956) *Professor of Business Law*
B.S., North Carolina (Greensboro); M.C.S., Indiana; J.D., North Carolina

John E. Parker Jr. (1950) *Professor of Education and Romance Languages*
B.A., Wake Forest; M.A., Ph.D., Syracuse

Philip J. Perricone (1967) *Associate Professor of Sociology*
B.S., M.A., Florida; Ph.D., Kentucky

Percival Perry (1939, 1947) *Professor of History*
B.A., Wake Forest; M.A., Rutgers; Ph.D., Duke

Elizabeth Phillips (1957) *Professor of English*
B.A., North Carolina (Greensboro); M.A., Iowa; Ph.D., Pennsylvania

*Terisio Pignatti (1971) *Visiting Professor of Art History (Venice)*
Ph.D., Padua

Andrew W. Polk III (1977) *Instructor in Art*
B.F.A., Memphis State; M.F.A., Indiana

Lee Harris Potter (1965) *Professor of English*
B.A., M.A., Ph.D., North Carolina

Herman J. Preseren (1953) *Professor of Education*
B.S., California State (Pennsylvania); M.A., Columbia; Ph.D., North Carolina

Ray H. Price (1978) *Instructor in Mathematics*
B.A., Wofford; M.A., Wake Forest

Gregory D. Pritchard (1968) *Professor of Philosophy*
B.A., Oklahoma Baptist; B.D., Southern Baptist Seminary; Ph.D., Columbia

Teresa Radomski (1977) *Instructor in Music*
B.M., Eastman; M.M., Colorado

**Part-time.*

Beulah L. Raynor (1946) *Associate Professor of English*
B.A., East Carolina; M.A., Wake Forest

J. Don Reeves (1967) *Associate Professor of Education*
B.A., Mercer; B.D., Th.M., Southern Baptist Seminary; Ed.D., Columbia

Jon M. Reinhardt (1964) *Associate Professor of Politics*
B.A., Birmingham-Southern; M.A., Ph.D., Tulane

Walter J. Rejeski Jr. (1978) *Assistant Professor of Physical Education*
B.S., Norwich; M.A., Ph.D., Connecticut

Paul M. Ribisl (1973) *Associate Professor of Physical Education*
B.S., Pittsburgh; M.A., Kent State; Ph.D., Illinois

Laura P. Rice-Sayre (1976) *Visiting Assistant Professor of English*
B.A., Ohio State; M.A., Kent State; Ph.D., Washington

C. H. Richards Jr. (1952) *Professor of Politics*
B.A., Texas Christian; M.A., Ph.D., Duke

Stephen H. Richardson (1963) *Adjunct Professor of Biology*
B.A., California; M.S., Ph.D., Southern California

Charles L. Richman (1968) *Associate Professor of Psychology*
B.A., Virginia; M.A., Yeshiva; Ph.D., Cincinnati

Daniel J. Richman (1978) *Visiting Assistant Professor of Mathematics*
A.B., Harvard; M.A., Wake Forest; Ph.D., Wisconsin

*Ward A. Riley, Jr. (1978) *Visiting Assistant Professor of Physics*
B.A., Kalamazoo; M.S., Michigan State; Ph.D., Southern Illinois

Leonard P. Roberge (1974) *Assistant Professor of Education*
B.A., New Hampshire; M.A., Atlanta; Ed.D., Maine

Mary Frances Robinson (1952) *Professor of Romance Languages*
B.A., Wilson; M.A., Ph.D., Syracuse

Eva Marie Rodtwitt (1966) *Lecturer in Romance Languages*
Can. Philol., Oslo (Norway)

**Michael Roman (1973) *Assistant Professor of English*
A.B., Harvard; M.A., Ph.D., Pennsylvania

Laura V. Rouzan (1975) *Instructor in Speech Communication*
B.A., Xavier; M.A., Georgia

Gail L. Sailer (1977) *Instructor in Physical Education*
B.S., Bowling Green State; M.A., North Carolina

Wilmer D. Sanders (1954, 1964) *Associate Professor of German*
B.A., Muhlenberg; M.A., Ph.D., Indiana

**Part-time, fall 1978.*
***On leave, 1978-1979.*

John W. Sawyer (1956) *Professor of Mathematics*
B.A., M.A., Wake Forest; M.A., Ph.D., Missouri

Henry M. Sayre (1976) *Visiting Assistant Professor of English*
B.A., Stanford; Ph.D., Washington

Donald O. Schoonmaker (1965) *Associate Professor of Politics*
B.A., Wake Forest; M.A., Ph.D., Princeton

Richard D. Sears (1964) *Associate Professor of Politics*
B.A., Clark; M.A., Ph.D., Indiana

Ben M. Seelbinder (1959) *Professor of Mathematics*
B.A., Mississippi Delta State; M.A., Ph.D., North Carolina

Margaret B. Seelbinder (1961, 1977) *Instructor in Mathematics*
B.A., Randolph-Macon Woman's College; M.A., North Carolina

Dorothy Jean Carter Seeman (1976) *Visiting Assistant Professor of Psychology*
B.A., Wake Forest; B.S., Ph.D., Georgia

Timothy F. Sellner (1970) *Associate Professor of German*
B.A., Michigan; M.A., Wayne State; Ph.D., Michigan

Bynum G. Shaw (1965) *Lecturer in Journalism*
B.A., Wake Forest

*Howard W. Shields (1958) *Professor of Physics*
B.S., North Carolina; M.S., Pennsylvania State; Ph.D., Duke

Susan Grace Shillinglaw (1977) *Instructor in English*
B.A., Cornell (Iowa); M.A., North Carolina

Franklin R. Shirley (1948) *Professor of Speech Communication*
B.A., Georgetown; M.A., Columbia; Ph.D., Florida

Richard L. Shoemaker (1950) *Professor of Romance Languages*
B.A., Colgate; M.A., Syracuse; Ph.D., Virginia

Robert N. Shorter (1958) *Professor of English*
B.A., Union College; M.A., Ph.D., Duke

Michael L. Sinclair (1968) *Associate Professor of History*
B.A., Wake Forest; A.M., Ph.D., Stanford

David L. Smiley (1950) *Professor of History*
B.A., M.A., Baylor; Ph.D., Wisconsin

J. Howell Smith (1965) *Associate Professor of History*
B.A., Baylor; M.A., Tulane; Ph.D., Wisconsin

Cecelia H. Solano (1977) *Assistant Professor of Psychology*
B.A., Radcliffe; M.A., Ph.D., Johns Hopkins

**On leave, 1978-79.*

Blanche C. Speer (1972) *Assistant Professor of Linguistics*
B.A., Howard Payne; M.A., Ph.D., Colorado

*Chris Stanley (1978) *Lecturer in Theatre Arts (London)*
B.A., M.A., Bristol (Great Britain)

James A. Steintrager (1969) *Professor of Politics*
B.A., Notre Dame; M.A., Ph.D., Chicago

Laura M. Stone (1977) *Visiting Assistant Professor of Classical Languages*
B.A., Smith; M.A., Ph.D., North Carolina

Henry Smith Stroupe (1937) *Professor of History*
B.S., M.A., Wake Forest; Ph.D., Duke

David A. Stump (1977) *Adjunct Instructor in Psychology*
B.A., Trinity (Texas); M.A., Ph.D., Houston

Anna-Vera Sullam (1972) *Instructor in Romance Languages (Venice)*
B.A., Padua

Robert L. Sullivan (1962) *Associate Professor of Biology*
B.A., Delaware; M.S., Ph.D., North Carolina State

**Charles H. Talbert (1963) *Professor of Religion*
B.A., Howard; B.D., Southern Baptist Seminary; Ph.D., Vanderbilt

Thomas C. Taylor (1971) *Associate Professor of Accountancy*
B.S., M.A., North Carolina; Ph.D., Louisiana State; C.P.A., North Carolina

Harold C. Tedford (1965) *Associate Professor of Theatre Arts*
B.A., Ouachita; M.A., Arkansas; Ph.D., Louisiana State

Stanton K. Tefft (1964) *Associate Professor of Anthropology*
B.A., Michigan State; M.S., Wisconsin; Ph.D., Minnesota

Mary Beth Thomas (1971) *Associate Professor of Biology*
B.A., Agnes Scott; M.A., Ph.D., North Carolina

Mary L. Thomas (1975) *Instructor in Romance Languages*
B.A., Ohio; M.A., Michigan

Michael J. Thomas (1978) *Assistant Professor of Chemistry*
B.S., Indiana; Ph.D., California (Los Angeles)

Olive S. Thomas (1978) *Instructor in Business*
B.S., Wake Forest; M.B.A., North Carolina (Greensboro); C.P.A., North Carolina

Anne S. Tillett (1956, 1960) *Professor of Romance Languages*
B.A., Carson-Newman; M.A., Vanderbilt; Ph.D., Northwestern

Lowell R. Tillett (1956) *Professor of History*
B.A., Carson-Newman; M.A., Columbia; Ph.D., North Carolina

**Part-time, fall 1978.*
***On leave, spring 1979.*

Richard I. Tirrell (1977) — *Visiting Lecturer in Education*
B.S., Purdue; M.S., Kansas State

Sylvia Trelles (1977) — *Instructor in Romance Languages*
B.A., Ripon; M.A., Michigan

Robert W. Ulery Jr. (1971) — *Associate Professor of Classical Languages*
B.A., M.A., Ph.D., Yale

Robert L. Utley Jr. (1978) — *Instructor in Politics*
B.A., Wake Forest; M.A., Duke

Marcellus E. Waddill (1962) — *Professor of Mathematics*
B.A., Hampden-Sydney; M.A., Ph.D., Pittsburgh

J. Van Wagstaff (1964) — *Professor of Economics*
B.A., Randolph-Macon; M.B.A., Rutgers; Ph.D., Virginia

William D. Waller (1978) — *Assistant Professor of Military Science*
B.B.A., Campbell; M.S., Troy State

James D. Walter (1978) — *Visiting Assistant Professor of Sociology*
B.A., Kent State; M.A., Indiana; Ph.D., Ohio State

Anderson H. Walters (1975) — *Professor of Military Science*
B.S., United States Military Academy; M.S., Ohio State

David E. Walters (1978) — *Assistant Professor of Military Science*
B.S., Florida State

David S. Weaver (1977) — *Assistant Professor of Anthropology*
B.A., M.A., Arizona; Ph.D., New Mexico

Peter D. Weigl (1968) — *Associate Professor of Biology*
B.A., Williams; Ph.D., Duke

David Welker (1969) — *Professor of Theatre Arts*
B.A., M.A., Illinois; Ph.D., Minnesota

Larry E. West (1969) — *Associate Professor of German*
B.A., Berea; Ph.D., Vanderbilt

*Frank H. Whitchurch (1971) — *Instructor in Romance Languages*
B.S., M.A., Minnesota; M.A., Ohio State

†David Whiteside (1979) — *Visiting Assistant Professor of Philosophy*
B.A., South; M.A., Ph.D., Michigan; M.S.S.W., Louisville

Alan J. Williams (1974) — *Assistant Professor of History*
B.A., Stanford; M.Phil., Ph.D., Yale

George P. Williams (1958) — *Professor of Physics*
B.S., Richmond; M.S., Ph.D., North Carolina

Part-time, fall 1978.
**Part-time.*
†*Part-time, spring 1979.*

John E. Williams (1959) *Professor of Psychology*
B.A., Richmond; M.A., Ph.D., Iowa

*Kathryn B. Williams (1977) *Instructor in Psychology*
B.A., Miami (Ohio); M.A., Wake Forest; Ph.D., Fielding

Edwin Graves Wilson (1946, 1951) *Professor of English*
B.A., Wake Forest; A.M., Ph.D., Harvard

William A. Wilson (1977) *Instructor in English*
B.A., M.A., Virginia

Donald H. Wolfe (1968) *Associate Professor of Theatre Arts*
B.S., M.S., Southern Illinois; Ph.D., Cornell

Frank B. Wood (1971) *Adjunct Assistant Professor of Psychology*
B.A., M.A., Wake Forest; M.Div., Southeastern Baptist Seminary; Ph.D., Duke

Ralph C. Wood Jr. (1971) *Assistant Professor of Religion*
B.A., M.A., East Texas State; M.A., Ph.D., Chicago

J. Ned Woodall (1969) *Associate Professor of Anthropology*
B.A., M.A., Texas; Ph.D., Southern Methodist

John J. Woodmansee (1965) *Associate Professor of Psychology*
B.A., Westminster; M.A., Denver; Ph.D., Colorado

John D. Wray (1978) *Assistant Professor of Military Science*
B.S., Marian

Raymond L. Wyatt (1956) *Professor of Biology*
B.S., Wake Forest; M.A., Ph.D., North Carolina

W. Buck Yearns Jr. (1945) *Professor of History*
B.A., Duke; M.A., Georgia; Ph.D., North Carolina

Alice H. Zigelis (1977) *Instructor in Classical Languages*
B.A., Smith

Richard L. Zuber (1962) *Professor of History*
B.S., Appalachian; M.A., Emory; Ph.D., Duke

**Part-time.*

Emeriti

*Harold M. Barrow (1948-1977) — *Professor Emeritus of Physical Education*
B.A., Westminster; M.A., Missouri; P.E.D., Indiana

Dalma Adolph Brown (1941-1973) — *Professor Emeritus of English*
B.A., M.A., North Carolina

Ruth F. Campbell (1962-1974) — *Professor Emerita of Spanish*
B.A., North Carolina (Greensboro); M.A., North Carolina; Ph.D., Duke

**Forrest W. Clonts (1922-24; 1925-1967) — *Professor Emeritus of History*
B.A., Wake Forest; M.A., Ohio State

Marjorie Crisp (1947-1977) — *Associate Professor Emerita of Physical Education*
B.S., Appalachian; M.A., George Peabody

Ethel T. Crittenden (1915-1946) — *Librarian Emerita*

Cronje B. Earp (1940-1971) — *Professor Emeritus of Classical Languages*
B.A., Wake Forest; M.A., Ph.D., Columbia

J. Allen Easley (1928-1963) — *Professor Emeritus of Religion*
B.A., Furman; Th.M., Southern Baptist Seminary; D.D., Furman

Edgar Estes Folk (1936-1967) — *Professor Emeritus of English*
B.A., Wake Forest; M.S., Columbia; Ph.D., George Peabody

†Roland L. Gay (1933-1972) — *Professor Emeritus of Mathematics*
B.S., Wake Forest; M.S., North Carolina State

Ralph Cyrus Heath (1954-1969) — *Professor Emeritus of Marketing*
B.A., Princeton; M.B.A., D.B.A., Indiana

Owen F. Herring (1946-1963) — *Professor Emeritus of Religion*
B.A., M.A., Wake Forest; Th.M., Th.D., Southern Baptist Seminary; D.D., Georgetown

Lois Johnson (1942-1962) — *Dean of Women Emerita*
B.A., Meredith; M.A., North Carolina

Robert E. Lee (1946-1977) — *Professor Emeritus of Law and Dean Emeritus of the School of Law*
B.S., LL.B., Wake Forest; M.A., Columbia; LL.M., S.J.D., Duke

††Thane McDonald (1941-1975) — *Professor Emeritus of Music*
B.M., M.M., Michigan; Ed.D., Columbia

Jasper L. Memory Jr. (1929-1971) — *Professor Emeritus of Education*
B.A., Wake Forest; M.A., Columbia

**Dates following names indicate period of service.*
***Died June 4, 1978.*
†Died May 13, 1979.
††Died August 12, 1978.

Harold Dawes Parcell (1935-1970) *Professor Emeritus of Romance Languages*
B.A., North Carolina; A.M., Ph.D., Harvard

Clarence H. Patrick (1946-1978) *Professor Emeritus of Sociology*
B.A., Wake Forest; B.D., Andover Newton; Ph.D., Duke

Grady S. Patterson (1924-1972) *Registrar Emeritus*
B.A., Wake Forest

Albert C. Reid (1917-18; 1920-1965) *Professor Emeritus of Philosophy*
B.A., M.A., Wake Forest; Ph.D., Cornell

Paul S. Robinson (1952-1977) *Professor Emeritus of Music*
B.A., Westminster; B.M., Curtis; M.S.M., D.S.M., Union Seminary

Harold Wayland Tribble (1950-1967) *President Emeritus*
B.A., Richmond; Th.M., Th.D., Southern Baptist Seminary; M.A., Louisville; Ph.D. Edinburgh; D.D., Stetson; LL.D., Union University, Wake Forest, Richmond, Duke, North Carolina

Carroll W. Weathers (1950-1972) *Professor Emeritus of Law and Dean Emeritus of the School of Law*
B.A., LL.B., Wake Forest

Carlton P. West (1928-1975) *Librarian Emeritus*
B.A., Boston; M.A., Yale; B.A. in L.S., North Carolina

The Committees of the Faculty

September 1, 1979

The terms of members, except where otherwise shown, expire on August 31 of the year indicated. Each committee selects its own chairman except where the chairman is designated. All members of a committee vote except as otherwise indicated

EXECUTIVE COMMITTEES

The Committee on Academic Affairs

Non-voting. Dean of Men, Dean of Women, Associate Dean, Assistant Dean, and one student in the College. *Voting.* Dean of the College; 1982 John Willian Angell, Kathleen Glenn; 1981 Jack D. Fleer, Timothy F. Sellner; 1980 Alonzo W. Kenion, Robert W. Lovett, and one student in the College.

The Committee on Admissions

Non-voting. Director of Admissions and Financial Aid, Associate Dean of the College, Dean of Women, and one student in the College. *Voting.* Dean of the College; 1982 James Kuzmanovich, Ralph C. Wood Jr.; 1981 John W. Nowell, Charles H. Talbert; 1980 Herman E. Eure, Robert N. Shorter, and one student in the College.

The Committee on Scholarships and Student Aid

Non-voting. One student in the College. *Voting.* Dean of the College, Director of Admissions and Financial Aid, Dean of Women, Associate Dean; 1982 Ronald V. Dimock Jr., Carl C. Moses; 1981 Peter D. Weigl, Alan J. Williams; 1980 John E. Collins, Anne S. Tillett, and one student in the College.

The Committee on Curriculum

Voting. Provost, Dean of the College, Registrar, and the chairman of each department of the College as follows: *Division I.* Art, Classical Languages, English, German, Music, Romance Languages, Speech Communication and Theatre Arts; *Division II.* Biology, Chemistry, Mathematics, Physical Education, Physics; *Division III.* Education, History, Military Science, Philosophy, Religion; *Division IV.* Anthropology, Business and Accountancy, Economics, Politics, Psychology, Sociology.

ADVISORY COMMITTEES

The Committee on Academic Planning

Non-voting. Provost; and one student in the College. *Voting.* Dean of the College, Director of Libraries; 1983 James P. Barefield, John C. Moorhouse; 1982 Elizabeth Phillips, Mary Beth Thomas; 1981 Richard C. Barnett, James A. Steintrager; 1980 Elmer Hayashi, Wilmer D. Sanders, and one student in the College.

The Committee on Athletics

Non-voting. Director of Athletics. *Voting.* Vice President and Treasurer, Dean of the College, faculty representative to the Atlantic Coast Conference; 1984 Marcus B. Hester, J. Don Reeves; 1983 Ivey C. Gentry, Jeanne Owen; 1982 John William Angell, David K. Evans; 1981 Philippe R. Falkenberg, Michael L. Sinclair; 1980 Robert C. Beck, Philip J. Perricone.

The Committee on Institutional Planning

Non-voting. Provost, Vice President and Treasurer, and one student in the College. *Voting.* Dean of the College; 1983 James G. McDowell, J. Van Wagstaff; 1982 Charles M. Allen, Lee Harris Potter; 1981 J. Edwin Hendricks, John E. Williams; 1980 Ronald E. Noftle, Donald H. Wolfe, and one student in the College.

The Committee on Nominations

Voting. 1982 David W. Catron, Gregory D. Pritchard; 1981 John A. Carter Jr., C. H. Richards Jr.; 1980 Howard W. Shields, Lowell R. Tillett.

The Committee on Library Planning

Non-voting. Provost, Dean of the Graduate School, one faculty representative from the Committee on Academic Planning, and one student in the College. *Voting.* One faculty member from each department in the College, Dean of the College, Director of Libraries, and one student in the College.

SPECIAL COMMITTEES

The Committee on Publications

Dean of the College, Vice President and Treasurer, Director of Communications, the three faculty advisers of *Old Gold and Black, The Student,* and *The Howler;* 1982 Charles M. Lewis; 1981 David L. Smiley; 1980 Lee Harris Potter.

The Committee for Teacher Education

Dean of the College, Dean of the Graduate School, Chairman of the Department of Education; 1982 Carl V. Harris, Charles L. Richman; 1981 Stephen Ewing, Marcus B. Hester; 1980 William L. Hottinger, J. Don Reeves.

The Committee for the ROTC

Dean of the College, the R.O.T.C. Coordinator, the Professor of Military Science; 1982 Leon P. Cook Jr.; 1981 James G. McDowell; 1980 W. Graham May.

The Committee on Honors

Non-voting. One student in the College. *Voting.* Dean of the College, the Coordinator of the Honors Program; 1983 Mary Beth Thomas; 1982 J. Ned Woodall; 1981 Robert W. Ulery Jr.; 1980 Fred L. Horton Jr., and one student in the College.

The Committee of Lower Division Advisers

Dean of the College; Chairman of the Lower Division Advisers (Robert W. Brehme); Brian M. Austin, John E. Collins, Nancy J. Cotton, Cyclone Covey, Deborah S. David, John F. Dimmick, Carol S. Disque, Leo Ellison Jr., Herman E. Eure, Philippe R. Falkenberg, Jack D. Fleer, Donald E. Frey, Thomas F. Gossett, Carl V. Harris, Elmer K. Hayashi, N. Rick Heatley, Marcus B. Hester, David A. Hills, Willie Lee Hinze, Fred L. Horton Jr., Patricia A. Johnson, Ellen E. Kirkman, James Kuzmanovich, Lula M. Leake, W. Graham May, James G. McDowell, Carlton T. Mitchell, Carl C. Moses, Linda N. Nielsen, A. Thomas Olive, Gregory D. Pritchard, Teresa Radomski, Paul M. Ribisl, Eva Marie Rodtwitt, Laura V. Rouzan, Ben M. Seelbinder, Timothy F. Sellner, Michael L. Sinclair, J. Howell Smith, Cecelia H. Solano, Laura M. Stone, Robert L. Sullivan, Mary Beth Thomas, Robert W. Ulery Jr., Marcellus E. Waddill, David S. Weaver, Peter D. Weigl, Larry E. West, Frank H. Whitchurch, Alan J. Williams, Ralph C. Wood Jr., J. Ned Woodall, Raymond L. Wyatt. *Open Curriculum:* Richard C. Barnett, John A. Carter Jr., David W. Hadley, William C. Kerr, Donald O. Schoonmaker, Harold C. Tedford.

The Committee on Orientation

Dean of the College, Chairman of the Lower Division Advisers, Dean of Men, Dean of Women, President of the Student Government or his or her representative, and other persons from the administration and student body invited by the chairman.

The Committee on Records and Information

Non-voting. The Registrar. *Voting.* Dean of the College, Archivist, Vice President of the Faculty, Secretary of the Faculty; 1982 Cyclone Covey, 1981 Charles M. Allen; 1980 Fredric T. Howard.

The Committee on Open Curriculum

Dean of the College; 1983 John L. Andronica, J. Ned Woodall; 1982 David W. Hadley, William C. Kerr; 1981 John A. Carter Jr., Donald O. Schoonmaker; 1980 Richard C. Barnett, Roger A. Hegstrom.

OTHER

Faculty Advisers to the Honor Council

1981 Robert N. Shorter, 1980 A. Thomas Olive, 1979 John V. Baxley

Faculty Advisers to the Student Judicial Board

1981 Stephen Ewing, 1980 Ellen E. Kirkman; 1979 Larry E. West

Faculty Marshals

Carlton T. Mitchell, John E. Parker Jr., Mary Frances Robinson

JOINT FACULTY/ADMINISTRATION COMMITTEES

The Joint Admissions Committee

Dean of the College, Director of Admissions and Financial Aid, Provost, Donald O. Schoonmaker, Herman E. Eure, Robert N. Shorter.

The Judicial Council

Administration. Toby A. Hale, Richard W. McBride. *Faculty.* Fred L. Horton Jr., Blanche C. Speer, Jeanne Owen, Marcellus E. Waddill, George P. Williams; two students in the College. *Faculty Alternates.* Richard C. Barnett, Carlton T. Mitchell. *Administrative Alternate.* Patricia Adams Johnson and one student alternate.

The Committee on Student Life

Dean of the College or his designate, Dean of Women, Dean of Men; 1982 William H. Gulley; 1981 Ralph C. Wood Jr.; 1980 Dorothy Casey, and three students in the College.

OTHER COMMITTEES

Equal Opportunity Advisory Committee

Frances G. Baird, Bernard L. Beatty, Charles Blackwell, Ronald M. Boston, Dorothy Casey, Edgar D. Christman, Herman E. Eure, Harriett Faulkner, James L. Ferrell, Mildred K. Garris, Ross A. Griffith, Joseph G. Gordon, Calvin Johnson, Christine Johnson, Norman Klase, David Leake, Annette LeSeige, Thomas E. Mullen, Larry L. Palmer, Curtis L. Parker, Charles P. Rose Jr., Laura V. Rouzan, Meyressa H. Schoonmaker, Nat E. Smith, Nina Stokes, Henry Smith Stroupe, Betty Jo Zimmerman.

University Grievance Committee

College. Jeanne Owen, Harry B. Miller (alternate); *Graduate School.* Richard W. St. Clair, David W. Catron (alternate); *School of Law.* George K. Walker, Joel S. Newman (alternate); *Babcock School of Management.* William J. Heisler, Robert N. White (alternate); *Bowman Gray School of Medicine.* Timothy C. Pennell, Walter J. Bo (alternate).

UNIVERSITY SENATE

President, Provost, Vice President for Health Affairs, Vice President and Treasurer, Dean of the College, Dean of the Graduate School, Dean of the School of Law, Dean of the Babcock Graduate School of Management, Dean of the Bowman Gray School of Medicine, Director of Libraries, and the following:

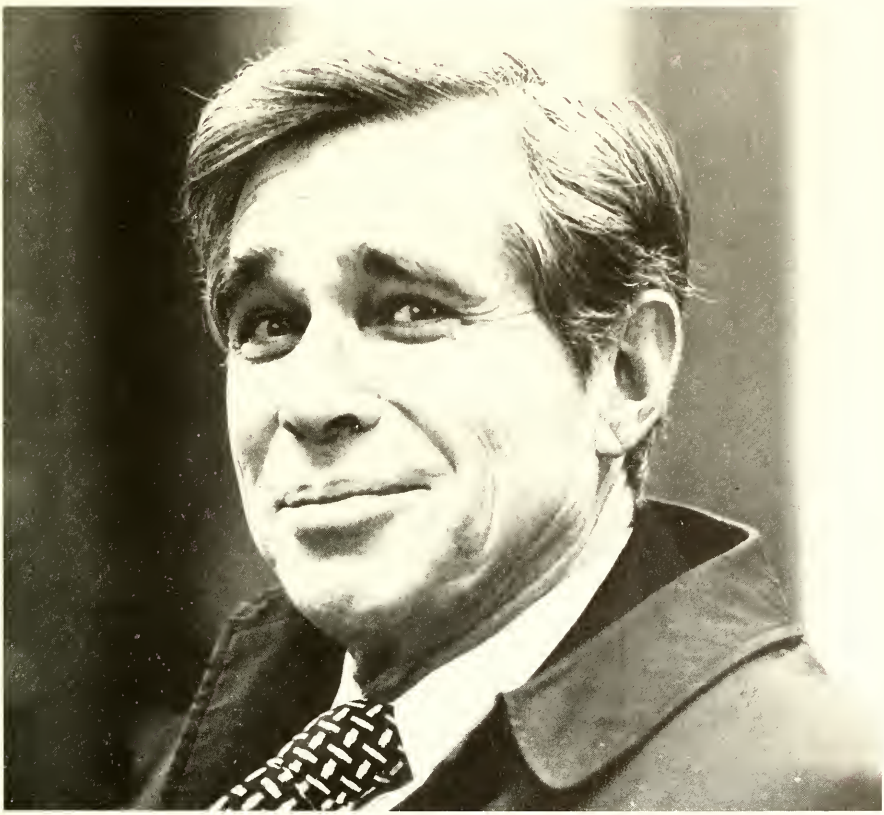
Representatives of the College. 1983 Bynum G. Shaw, Charles H. Talbert; 1982 Alonzo W. Kenion, James C. O'Flaherty; 1981 E. Pendleton Banks, C. H. Richards Jr.; 1980 John L. Andronica, Delmer P. Hylton.

Representatives of the Graduate School. 1983 Howard W. Shields, 1982 Robert W. Cowgill, 1981 H. Wallace Baird, 1980 Richard C. Barnett.

Representatives of the School of Law. 1983 Joel S. Newman, 1981 Rhoda B. Billings.

Representatives of the Babcock Graduate School of Management: 1983 Thomas A. GoHo, 1981 William J. Heisler.

Representatives of the Bowman Gray School of Medicine. 1983 C. Douglas Maynard, 1982 Eben Alexander, 1981 Robert W. Prichard, 1980 Walter J. Bo.



Index

Academic Awards, 23
Academic Buildings, 18
Academic Calendar, 31
Accountancy, 73
Accreditation, 9
Administration, 20, 172
Admission Deposit, 29
Admission Requirements, 27
Advanced Placement, 28
Advising, 32
Alcoa Foundation Scholarship, 38
Alpha Phi Omega Scholarship, 39
Anthropology, 58
Application for Admission, 27
Applied Music, 110
Applied Music Fees, 30
Art, 61
Art Collections, 26
Art History, 62
Artists Series, 25
Artom Fund, 39
Asian Studies, 65
Athletic Awards, 24
Athletic Scholarships, 24
Athletics, 24
Attendance Requirements, 33
Auditing, 33
Babcock Graduate School of Management, 8
Basic Course Requirements, 51
Basic Education Opportunity Grants, 39
Biology, 66
Board of Trustees, 168
Board of Visitors, 170
Bogota Semester, 42
Bowman Gray School of Medicine, 8
Brown Scholarship, 39
Bryan Foundation Student Loan Plan, 43
Buildings and Grounds, 18
Bushnell Baptist Church Loan Fund, 43
Business, 71
Business and Accountancy, 71
Calendar, 2
Campus Ministry, 25
Career Development Service, 26
Carroll Scholarship, 39
Carswell Scholarships, 38
Carver Scholarship, 39
Case Referral Board, 22
Challenge Symposium, 25
Charges, 29
Chemistry, 74
Chinese, 139
Choral Ensembles, 25, 109
Church Choir Work Grants, 45
Class Attendance, 33
Classical Languages, 75
Classics, 78
Classification, 32
CLEP, 28
College History and Development, 11
College Scholarships, 39
College Union, 22
College Work/Study Program, 45
Combined Degrees, 54
Committees of the Faculty, 195
Concerts, 25
Concessions, 44
Council Fund, 43
Course Numbers, 58
Course Repetition, 35
Courses of Instruction, 58
Crowell Scholarship, 39
Cultural Activities, 25
Cultural Resources, 26
Dance, 26, 114
Dean's List, 35
Debate, 25
Degree Requirements, 50
Degrees, 9, 50
Degrees Conferred, 148
Denmark Loan Fund, 13, 43
Dentistry Degree, 56

Deposits, 29
Dijon Semester, 49, 135
Distinctions Conferred, 156
Divisional Course Requirements, 51
Double Majors, 54
Dropping a Course, 34
Dunn Loan Fund, 43
Duplin County Loan Fund, 43
Early Decision, 28
Earnshaw Loan Fund, 43
Economics, 79
Ecumenical Institute, 25
Education, 82
Emeriti, 193
Engineering Degree, 57
English, 87
Enrollment Summary, 162
Equal Opportunity Advisory Committee, 198
Examinations, 34
Exchange Scholarships, 42
Expenses, 29
Faculty, 178
Faculty Marshals, 198
Fees, 29
Fields of Study, 50, 53
Financial Aid, 38, 43
Food Services, 31
Forestry and Environmental Studies Degree, 57
Four-Week Courses, 48
Fraternities, 23
Freeman Scholarship, 39
French, 132
French Exchange Scholarship, 43
French Semester, 49, 135
Friendly Student Loan Fund, 43
Geographical Distribution, 163
German, 91
German Exchange Scholarship, 42
Gill Scholarship, 39
Glover Scholarship, 40
Goebel Scholarship, 40
Grade Reports, 35
Grading System, 34
Graduate School, 8
Graduation Distinctions, 35, 156
Graduation Fee, 30
Graduation Requirements, 37
Greek, 76
Guaranteed Student Loan Program, 43
Hamrick Scholarship, 40
Hankins Loan Fund, 43
Hankins Scholarships, 38
Harris Loan Fund, 43
Health Service, 26, 30
Hebrew, 131
Hindi, 139
History, 93
Hobgood Scholarship, 40
Hollifield Scholarship, 40
Honor Council, 22
Honor Societies, 23
Honor Code, 21
Honors Study, 47, 99
Housing, 31
Howler, 25
Humanities, 98
Incomplete Grades, 34
Independent Study, 49
Indian Semester, 49
Instrumental Ensembles, 25, 109
Intercollegiate Athletics, 24
Interdisciplinary Honors, 99
Interfraternity Council, 23
Intersociety Council, 23
Intramural Athletics, 24
Italian, 139
January Study, 48
Joint Majors, 54
Journalism, 89
Judicial Board, 22
Keiger Scholarship, 40
Kent Scholarships, 40
Kirkpatrick-Howell Scholarship, 40
Knott Scholarship, 24
Langston Loan Fund, 44
Latin, 77
Law Degree, 54
Law School, 8
Libraries, 9

Literature Lectures, 25
Loans, 43
London Semester, 48
Lower Division Requirements, 50, 51, 52
Majors, 50, 53
Management School, 8
Mathematical Economics, 79, 101
Mathematics, 101
Mathematics-Biology, 67, 101
Mathematics-Business, 71, 101, 102
Maximum Number of Courses, 53
McDonald Scholarship, 40
Medals, 23
Medical School, 8
Medical Sciences Degree, 55
Medical Technology Degree, 55
Men's Residence Council, 22
Microbiology Degree, 56
Military Science, 104
Ministerial Aid Fund, 45
Ministerial Concessions, 45
Mortar Board, 23, 160
Music, 105
Music Education, 84, 108
Music Ensemble, 109
Music History, 107
Music Theory, 106
National Direct Student Loan Program, 44
Norfleet Scholarship, 40
North Carolina Insured Student Loan Program, 44
North Carolina Scholarships, 40
North Carolina Student Incentive Grants, 41
Norton Loan Fund, 44
Norwegian, 140
Old Gold and Black, 25
Omicron Delta Kappa, 23, 160
Open Curriculum, 47
Opera, 25, 109
Orientation, 32
Palmer Award, 24
Parham Scholarship, 41
Pass/Fail Grades, 35
Pettus Scholarship, 41
Phi Beta Kappa, 10, 23, 161
Philosophy, 111
Philosophy Seminar, 25
Physical Education, 113
Physical Education Requirement, 52, 113
Physical Assistant Program Degree, 56
Physics, 116
Piccolo Award, 24
Placement Service, 26
Politics, 118
Poteat Scholarship, 41
Powers Fund, 44
Probation, 36
Procedures, 27
Professional Fraternities, 23
Professional Schools, 8
Proficiency in the English Language, 52
Psychological Service, 26
Psychology, 123
Publications, 25
Pullen Scholarship, 41
Purpose, 19
Raby Loan Fund, 44
Radio Station, 25
Radio/Television/Film, 146
Raynor Scholarship, 41
Readmission Requirements, 37
Recognition, 9
Recreational Activities, 24
Refunds, 30
Registration, 32
Rehabilitation Concessions, 45
Religion, 127
Religion Lectures, 25
Religious Activities, 25
Repetition of Courses, 35
Requirements for Continuation, 36
Requirements for Degrees, 50
Residence Councils, 22
Residence Hall Charges, 29, 31
Residential Buildings, 18
Residential Language Centers, 47
Revell Scholarship, 41

Reynolds Scholarship, 41
Romance Languages, 131
Room Charges, 39, 31
ROTC, 104
ROTC Scholarships, 41
Russian, 140
Salamanca Semester, 49, 138
Salem College Study, 48
Scholarships, 38
Senior Conditions, 37
Senior Testing, 54
Sigma Xi, 10
Slate Loan Fund, 44
Smith Scholarship, 41
Societies, 23
Sociology, 140
Spanish, 136
Spanish Exchange Scholarship, 42
Spanish Semester, 49, 138
Special Programs, 47
Speech Communication, 143
Sternberger Scholarships, 42
Straughan Scholarship, 42
Student/Student Spouse Employment, 45
Student/Faculty Committees, 195
Student Government, 21
Student Legislature, 21
Student Life, 21
Student Magazine, 25
Studio Art, 64
Study Abroad, 48
Summer Session, 48
Summer Study Elsewhere, 48
Supplemental Education Opportunity Grants, 42
Sykes Scholarship, 42
Teaching Area Requirements, 83
Theatre Arts, 146
Transcripts, 30, 35
Transfer Credit, 28
Trustees, 168
Tuition, 29
Tyner-Pittman Scholarship, 42
University, 8
University Senate, 199
University Grievance Committee, 199
Upper Division Study, 53
Vehicle Registration, 30
Venice Semester, 48, 140
Veteran Benefits, 45
Visitors, 170
WFDD-FM, 25
Williams Scholarship, 42
Wilson Scholarship, 42
Withdrawal, 34
Women's Residence Council, 22
Work/Study Program, 45
Worsham Scholarship, 24
Wyatt Scholarship, 42

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William E. Ray, *Editor*

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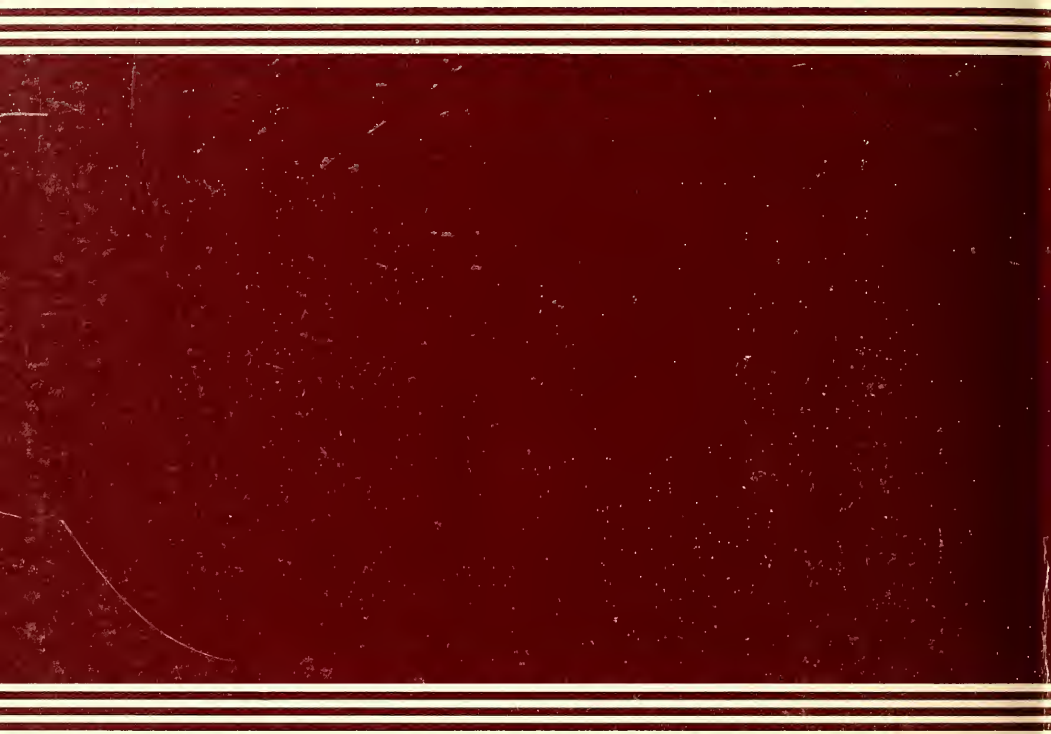

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